STUDENT'S TEXTBOOK

ENGLISH

8° Básico

TRAVELERS

Lina Alvarado Jantus

+ READING BOOKLET & WORKBOOK

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ENGLISH

STUDENT'S TEXTBOOK

8º Básico

TRAVELERS

Lina Alvarado Jantus
Teacher of English
Instituto Profesional Chileno-Británico

This book belongs to:

Name:

Last name:

Class:

School:

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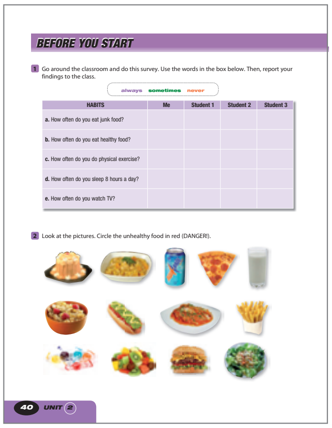
Si te cambias de colegio lo debes llevar contigo y al finalizar el año, guardarlo en tu casa.

DISCOVER YOUR BOOK

UNIT 3 INSPIRING PEOPLE
In this unit you will use the following skills:
Getting ready
67

Getting ready Activate your previous knowledge and examine the objectives of the unit here.


BEFORE YOU START
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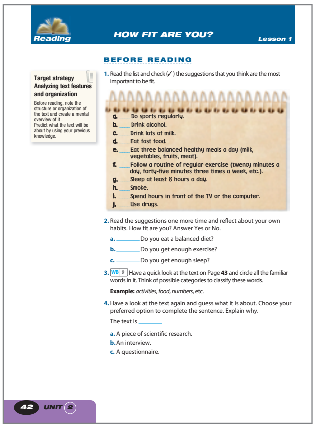
Before you start
Section to get ready to deal with new content.

Listening, speaking activities, and reading texts.
Listen to the CD with your teacher.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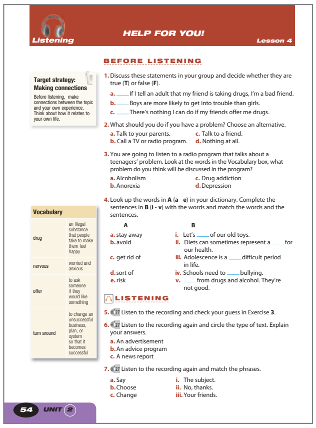
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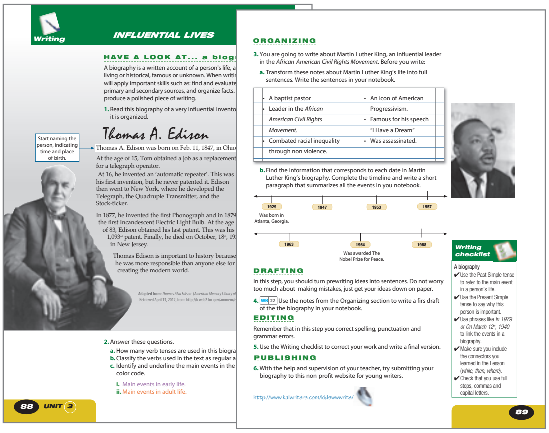
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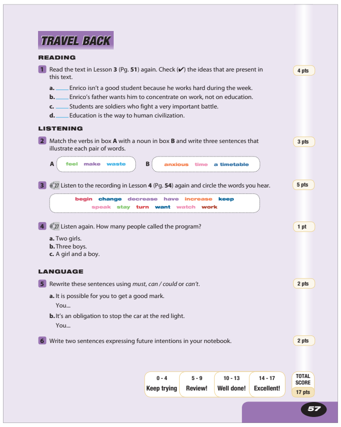
Writing box Useful tips to complete your writing task.

Kelly Hardrock, school reporter
EPISODE 2: FITNESS CLASS
CREATIVE SKILLS

Comic strip The adventures of the main characters of the book, at the end of each unit.


TRAVEL BACK
READING
LISTENING
LANGUAGE
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Travel back Short evaluation activities after Lessons 2 and 4.

COMPLEMENTARY ACTIVITIES

1 How do you spend your free time? How often do you…?

a. Prepare a survey about free-time activities and apply it to some friends.

Use these prompts as clues.

- At home: work / study at the weekend; go away; stay late in bed; watch TV / movies; play video games; chat with friends, etc.
- Sports: play a sport; go to the gym; watch sports on TV
- Culture: go to a concert / visit a museum / read, etc.
- Friends: visit friends; meet other people; visit relatives; go out with your parents, etc.

b. Present the information in graphs, charts, diagrams or any other visual organizer. Draw separate organizers for each category above.

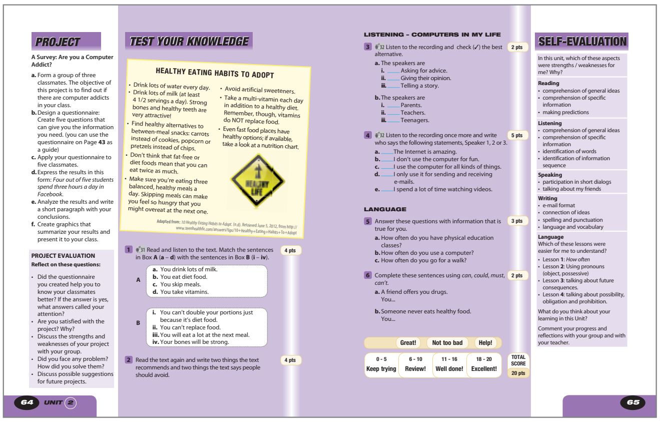
c. Report your results in class.

2 Look at the picture of Jim's room and write a list of actions he can take.

Example: *Jim must make his bed. He could….*

62 UNIT 2

Complementary activities
Extra practice of the unit.



PROJECT

A Survey: Are you a Computer Addict?

a. Form a group of three classmates. The objective of this project is to find out if there are computer addicts in your class.
b. Design a questionnaire: Create five questions that can give you the information you need. (you can use the questionnaire on Page **43** as a guide)
c. Apply your questionnaire to five classmates.
d. Express the results in this form: *Four out of five students spend three hours a day in Facebook.*
e. Analyze the results and write a short paragraph with your conclusions.
f. Create graphics that summarize your results and present it to your class.

PROJECT EVALUATION
Reflect on these questions:

- Did the questionnaire you created help you to know your classmates better? If the answer is yes, what answers called your attention?
- Are you satisfied with the project? Why?
- Discuss the strengths and weaknesses of your project with your group.
- Did you face any problem? How did you solve them?
- Discuss possible suggestions for future projects.

64 UNIT 2

TEST YOUR KNOWLEDGE

HEALTHY EATING HABITS TO ADOPT

- Drink lots of water every day.
- Drink lots of milk (at least 4 1/2 servings a day). Strong bones and healthy teeth are very attractive!
- Find healthy alternatives to between-meal snacks: carrots instead of cookies, popcorn or pretzels instead of chips.
- Don't think that fat-free or diet foods mean that you can eat twice as much.
- Make sure you're eating three balanced, healthy meals a day. Skipping meals can make you feel so hungry that you might overeat at the next one.
- Avoid artificial sweeteners.
- Take a multi-vitamin each day in addition to a healthy diet. Remember, though, vitamins do NOT replace food.
- Even fast food places have healthy options; if available, take a look at a nutrition chart.

Adapted from: *10 Healthy Eating Habits to Adopt.* (n.d). Retrieved June 5, 2012, from http://www.teenhealthfx.com/answers/tips/10+Healthy+Eating+Habits+To+Adopt

1 31 Read and listen to the text. Match the sentences in Box **A** (**a** – **d**) with the sentences in Box **B** (**i** – **iv**). 4 pts

A
a. You drink lots of milk.
b. You eat diet food.
c. You skip meals.
d. You take vitamins.

B
i. You can't double your portions just because it's diet food.
ii. You can't replace food.
iii. You will eat a lot at the next meal.
iv. Your bones will be strong.

2 Read the text again and write two things the text recommends and two things the text says people should avoid. 4 pts

LISTENING – COMPUTERS IN MY LIFE

3 32 Listen to the recording and check (✓) the best alternative. 2 pts

a. The speakers are
i. ____ Asking for advice.
ii. ____ Giving their opinion.
iii. ____ Telling a story.

b. The speakers are
i. ____ Parents.
ii. ____ Teachers.
iii. ____ Teenagers.

4 32 Listen to the recording once more and write who says the following statements, Speaker 1, 2 or 3. 5 pts

a. ____ The Internet is amazing.
b. ____ I don't use the computer for fun.
c. ____ I use the computer for all kinds of things.
d. ____ I only use it for sending and receiving e-mails.
e. ____ I spend a lot of time watching videos.

LANGUAGE

5 Answer these questions with information that is true for you. 3 pts

a. How often do you have physical education classes?
b. How often do you use a computer?
c. How often do you go for a walk?

6 Complete these sentences using *can, could, must, can't.* 2 pts

a. A friend offers you drugs.
You...

b. Someone never eats healthy food.
You...

Great!		Not too bad	Help!
0 - 5 Keep trying	6 - 10 Review!	11 - 16 Well done!	18 - 20 Excellent!

TOTAL SCORE 20 pts

SELF-EVALUATION

In this unit, which of these aspects were strengths / weaknesses for me? Why?

Reading
- comprehension of general ideas
- comprehension of specific information
- making predictions

Listening
- comprehension of general ideas
- comprehension of specific information
- identification of words
- identification of information sequence

Speaking
- participation in short dialogs
- talking about my friends

Writing
- e-mail format
- connection of ideas
- spelling and punctuation
- language and vocabulary

Language
Which of these lessons were easier for me to understand?
- Lesson **1**: *How often*
- Lesson **2**: Using pronouns (object, possessive)
- Lesson **3**: talking about future consequences.
- Lesson **4**: talking about possibility, obligation and prohibition.

What do you think about your learning in this Unit?

Comment your progress and reflections with your group and with your teacher.

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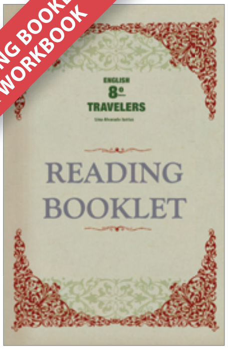
Project Group or individual projects to consolidate every unit.

Test your knowledge Check your progress and discover what you need to revise.

Self-evaluation Reflect on your strengths and weaknesses and find ways to improve.

+ READING BOOKLET & WORKBOOK



READING BOOKLET
Literary texts to complement your reading practice.

WORKBOOK
ENGLISH
8º
TRAVELERS

WORKBOOK
More activities that will support your learning.

LANGUAGE FOCUS

It helps you review or discover a particular grammatical structure.

Useful expressions

Expressions and vocabulary to use in dialogs and oral presentations.

Vocabulary

The list of words that can help you understand the texts.

Target strategy

They help you approach the texts and enhance your comprehension.

Did you know that …
Interesting bits of information on the topics of the lesson.

Listening activities.
Reading activities.
Speaking activities.
Writing activities.
/ə/ Pronunciation activities.
FL Activities for fast learners.
Listening section.
RB 7 Reading Booklet connection.
WB 14 Workbook connection.

Internet sites with additional information.

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UNIT 1

EXPLORING TRADITIONS

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In this unit you will use the following skills:

Reading

Read and find explicit ideas and specific information in a brochure and a legend about traditions by:

- identifying type and purpose of a text,
- inferring meaning of words from the context,
- recognizing textual elements,
- identifying how ideas are connected.

Listening

Listen and find specific information in personal reports and a telephone conversation about traditional celebrations, music, and literature by:

- using previous knowledge to predict content,
- recognizing participants in a communicative situation,
- discriminating between main and secondary ideas.
- identifying how actions are performed

Speaking

Express ideas in short dialogs and monologues about:

- celebrations, traditional music, and dances,
- myths and legends.

Writing

Write a brief summary and complete short paragraphs and dialogs:

- about celebrations and traditions,
- summarizing a literary text,
- using language and vocabulary related to celebrations, traditional music, and literature.

Getting ready

1 Match the sentences with the people in the photos. Discuss why you think the people and the sentences are related.

a. Hi, I'm Peter. I'm from California, in the USA.
b. I'm Ahmed. I'm from Kaduna, in Nigeria.
c. I'm Akemi. I'm from Kyoto, in Japan.
d. I'm Sadhvi. I'm from Calcutta, in India.

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2 What do you know about those countries? In pairs, write some ideas in your notebook.

USA | Nigeria | Japan | India

3 Complete with your information.

Paste your photo

Hello, I'm ____________________.

I'm from ____________________,

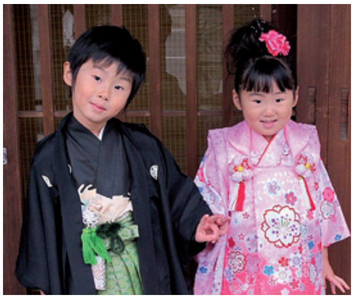
in ____________________.

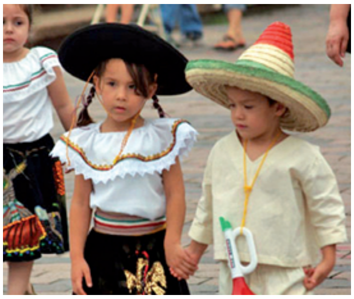
BEFORE YOU START

1 Look at the pictures and describe them. Use some nationalities in the box below. Support your opinions.

Mexican Chilean Spanish Japanese
Chinese Peruvian English Egyptian

Example: I think children in Picture **1** are Japanese because the girl is wearing a kimono.





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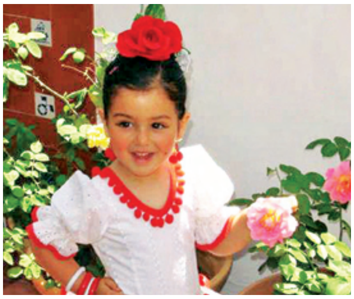
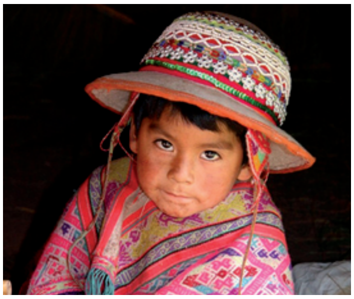
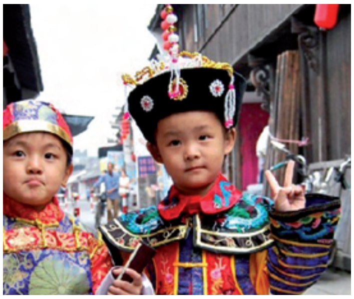
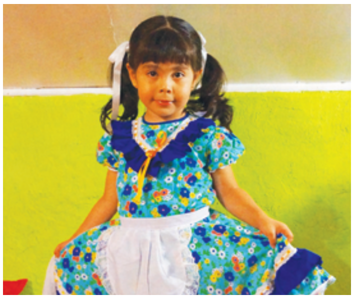








2 Choose three nationalities and mention famous people. Follow the example:

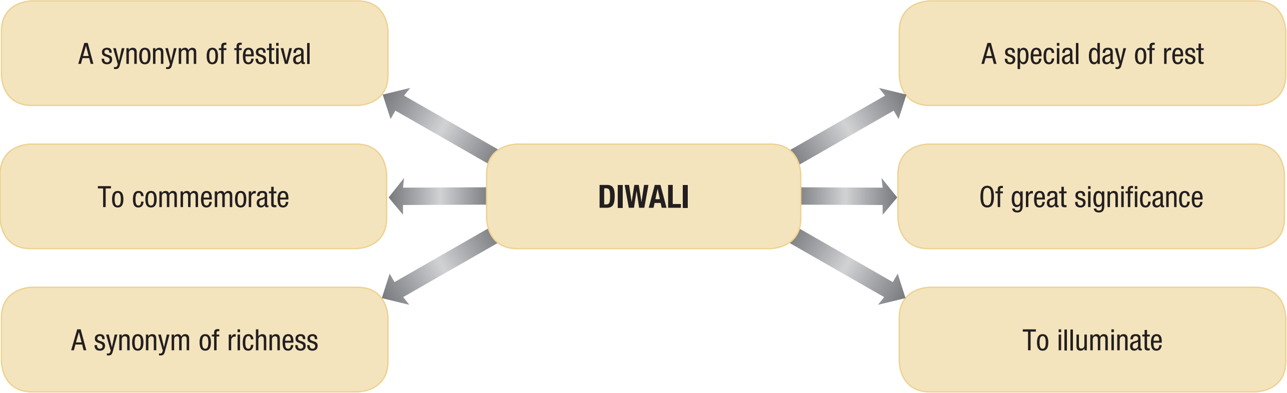
Example: Arturo Vidal is Chilean. Adele is English.

3 Read the text carefully. Copy the diagram in your notebook and complete it wit short information from the text.

Diwali is India's biggest and most important holiday of the year. It is also known as Festival of Lights because Indians light row of clay lamps outside their homes. They symbolize the inner light that protects us from spiritual darkness. This is a very important religious and national festival to Hindu people. It is celebrated in October or November each year before winter. People in India and Nepal celebrate Diwali to mark the end of the Hindu calendar year and the victory of good over evil.

The Diwali celebrations last for five days. People light lamps and pray for good health, peace and wisdom. They clean their homes, and decorate their doorways with pictures made with painted rice called *rangoli*. Children light fireworks and adults buy new clothes and give presents and sweets to their family and friends. The fourth day of Diwali marks the start of the New Year and is the most important day of the festival. People pray to Lakshmi, the Hindu goddess of wealth, for prosperity in the coming year.

Adapted from: *Diwali Festival of Lights*. (n.d.) Retrieved from: http://www.esolcourses.com/content/topics/autumn-festivals/diwali-reading-text.html



4 Fill in the blanks of the dialog with information from the text. Practice and role-play it with a partner. Then, choose another holiday, replace the information in the blanks and role-play it.

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You: When is ______________________________?
Your partner: It´s in ______________________________.
You: What is it about?
Your partner: It´s about ______________________________.
You: How do people celebrate it?
Your partner: They ______________________________

A CHILEAN CELEBRATION

Traditions and celebrations are very important and vary from country to country. They show us the way people live and different ways of celebrating special dates. What different kinds of celebrations do you know?

Target strategy: Previewing

Preview the text by looking at the tiltle, headings and images and predict what the text will be about.

BEFORE READING

1. Read what Fernando says and answer his question.

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2. Look at the pictures and describe them. Identify the type of celebration.

a. Sports
b. Religious
c. Historic

3. Look at the text on Page **11** and decide where it comes from. Explain why.

a. A PIECE OF NEWS
b. An encyclopedia entry
c. A scientific article
d. A travel guide

4. In pairs, find the meaning of these words in the dictionary and classify them into the corresponding category in the table. In your notebook, write an example from the dictionary.

a. leave
b. damage
c. reach
d. heritage
e. mass

verbs	nouns

READING

Target strategy: Making connections

Make connections. Good readers connect what they know with what they are reading.

A CHILEAN CELEBRATION

One of the most important religious festivities in the south of Chile is the festivity of Nazareno del Caguach. It takes place in Chiloé on an island so small that it does not appear on maps. However, people travel long distances to participate in this traditional ceremony.

The first celebrations began in 1778, when Franciscan missionary Hilario Martínez brought the image of Jesus of Nazareth from Spain and five communities of the island began to adore it with special devotion.

In 1919, they interrupted the celebratiozns because a big fire damaged almost all the church. However, the community rescued the original image.

In 1925, the five communities of the island finished the construction of the present temple , that is today part of the World Heritage.

People celebrate this important festivity every August 30th and also on the third Sunday of January, when the summer version of the festivity takes place.

The celebrations begin at 11 in the morning. There is a mass outside the church, accompanied by traditional music and singing, and then there is a procession. Local people take the statues and religious figures from the church and parade them around the town.

The island of Caguach is also called the Island of Devotion because of this religious festival, one of the most important in the south of Chile.

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Adapted from: *Churches of Chiloé.* (n.d.) Retrieved June 4th, 2012, from: http://www.interpatagonia.com/iglesiaschiloe/caguach_i.html

5. 2 Read the text and check your prediction in Exercise **3**.

6. WB 2 Are you familiar with this celebration? How can you compare this celebration with one you know? How is it different or similar?

7. Read the text and find information that supports these sentences. Write the information in your notebook.

a. You can't arrive by car or bus.
b. The present church is not the original one.
c. People celebrate this festivity twice a year.
d. Celebrations don't begin early in the morning.

Vocabulary

Match the words and their synonyms.

festivity	evangelist
fire	eucharist
mass	save
missionary	celebration
rescue	blaze

8. Read the text again. Which of the words underlined corresponds to each of the following definitions? Write the word next to its definition.

Definition	Word
a. display, exhibit	
b. a group of people following each other in an orderly way, taking part in a religious ceremony.	
c. worship, love deeply and respect highly.	
d. harmed, injured.	

9. In your notebook, write an example sentence for each word in Exercise **8**.

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LANGUAGE FOCUS WB 3

CONNECTORS

1. Read the sentences from the text, paying special attention to the words in **bold**.

a. **However**, people travel long distances to participate in this traditional ceremony.
b. In 1919, they interrupted the celebrations **because** a big fire damaged almost all the church.
c. Local people take the statues and religious figures from the church **and** parade them around the town.

2. Which of the words expresses:

a. A contrast?
b. An additional idea?
c. A reason?

3. Complete this general rule.

When we need to link ____________ in a sentence, we use a set of words called sentence ____________ . We use ____________ when we want to express a contrast, ____________ when we want to express an additional idea, and ____________ when we want to express ____________ .

10. Match the sentences in **A** and **B** using *and*, *because*, *however*.

A

People celebrate in August.
It is not easy to go to Caguach.
A big fire destroyed the church.

B

The people built a new temple.
People celebrate in summer.
It doesn't appear on maps.

11. 3 Listen and repeat.

a. The celebrations began in 1778.
b. In 1919, a big fire damaged the church.
c. In 1925, the communities finished the church.

12. 4 Listen and repeat this dialog.

A: How do people celebrate Independence Day?
B: They eat traditional food, dance the national dance, and fly kites.
A: When do people celebrate Independence Day?
B: They celebrate it on the 18th and 19th of September.

13. In your group, talk about an important festival or celebration you know. Copy and complete the file in your notebook.

Name	Place and date	Purpose	Activities

14. With the information you collected in Exercise **13**, complete the following paragraph about a festivity or celebration in your area.

This festival is celebrated in ________(place) every ________(date).

It is celebrated in honor of ________. Celebrations include ________

and ________. People usually ________(any useful information).

15. Read the paragraph to a classmate.

16. FL Use the information you collected to replace the underlined words in the dialog in Exercise **12**. Practice and then role-play the dialog with your partner.

BEFORE LISTENING

Target strategy

Preview the text by looking at the tiltle, headings and images and predict what the text will be about.

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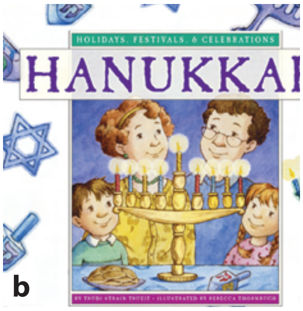
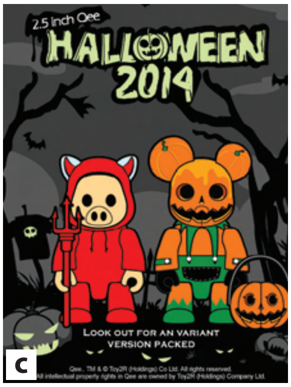
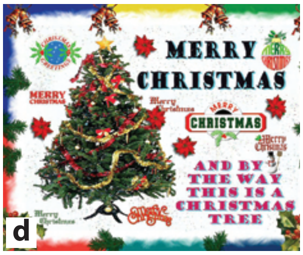
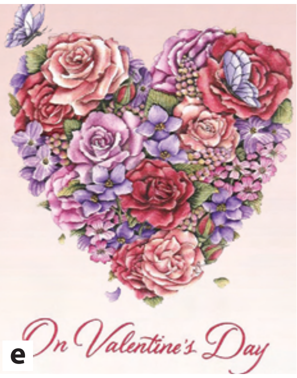
1. Look at the pictures and find the names of the special occasions. Which of them do you celebrate?

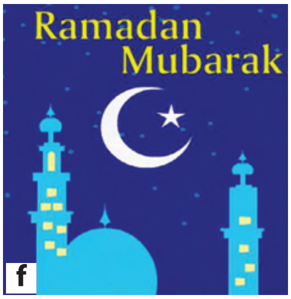
RIO CARNIVAL
2014
a


HOLIDAYS, FESTIVALS, & CELEBRATIONS
HANUKKAH
b


2.5 Inch Qee
HALLOWEEN
2014
Look out for an variant version packed
c


MERRY CHRISTMAS
CHRISTMAS
AND BY THE WAY THIS IS A CHRISTMAS TREE
d


On Valentine's Day
e


Ramadan
Mubarak
f

2. Read the sentences and write the name of the celebration.

The night of October 31st, when children go trick-or-treating and have fun dressing up as monsters witches and ghosts.

a. ______________________

A period of enjoyment with dancing, shows and parades in the week before Lent.

b. ______________________

Eight-day Jewish family holiday, marking an ancient victory in Israel.

c. ______________________

A time of spiritual reflection, devotion, and worship when Muslims put more effort into following the teachings of Islam.

d. ______________________

A date that celebrates love, when people exchange candies, gifts, and cards.

e. ______________________

Annual commemoration of the birth of Jesus Christ, celebrated generally on December 25.

f. ______________________

3. With your partner, make a list of words related to each celebration in Exercise **2**. If necessary, write some words in Spanish and look them up in the dictionary.

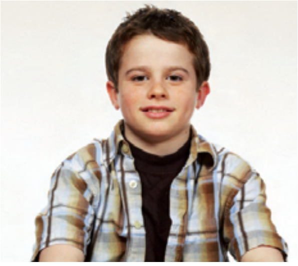
4. Kelly Hardrock, the International School Reporter, talked to some students from all over the world about their favorite celebrations. Can you guess which celebrations they mentioned?

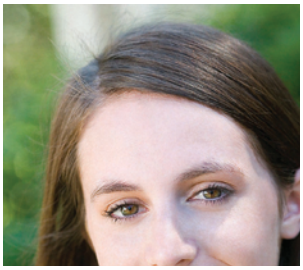
LISTENING

5. 5 Listen to the recording. Did you guess any of the celebrations?

6. 5 Listen to the recording again and match the pictures of the children with the celebration they are talking about.

Ana, Brazil


Francisco, Chile


Elizabeth, UK

Mike, USA

Target strategy

While you listen, monitor your comprehension.
Listen for more information that the speaker(s) tells and take some notes.

7. 5 Listen again and fill in the corresponding slots in the chart. (some slots will be empty).

Celebration	Activities	Clothes	Special elements
Halloween			
	Big parties		Tree and ________
			________ food

8. 5 Listen and underline the incorrect information in the sentences.

a. Mike's favorite celebration is Halloween because he loves playing with water.

b. Ana loves the parades during Carnival.

c. Elizabeth doesn't like Christmas food.

d. In Chile, the most important celebration is Christmas.

Vocabulary

Look up the meaning of these words. Then classify them according to the celebration in which they are used.

- Christmas tree
- folk music
- party
- Samba
- water balloon

LANGUAGE FOCUS

TALKING ABOUT HABITS

1. Read these sentences from the text.

a. We **always** enjoy our Carnival games.
b. I **never** miss this celebration.
c. Children **often** fly kites this time of the year.
d. **Sometimes** it rains.

2. Complete the general rule.

We use words like ____________, ____________ to express how often we do certain things.

3. Complete the scale with a word from Exercise **1**:

always	usually	________	________	never
100%	90 – 70%	70 – 40 %	30 – 10%	0 %

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9. WB 4 Complete this paragraph about Independence Day. Use the vocabulary you learned and the adverbs in the Language Focus.

In Chile, Independence Day is celebrated in September. We ____________ (100%) have ____________ days off school. People ____________ (80%) go to *fondas* to dance and to eat *empanadas*. Children ____________ (70%) fly ____________. It ____________ (30%) rains, but people ____________ (0%) mind.

10. 6 Listen and repeat these ordinal numbers.

1st, 2nd, 3rd, 4th, 5th, 11th, 12th, 13th, 14th, 19th, 20th, 21st, 22nd, 23rd.

11. 7 Read and listen to this dialog. Then, practice and role-play it with your partner taking turns to be **A** and **B**.

A: What's your favorite celebration?
B: It's Independence Day. It's wicked!
A: Do you usually fly kites?
B: Sure! I love it!
A: What other things you do?
B: I often go to the *fondas* and I always eat Chilean food.

12. FL Choose a celebration and find this information.

a. How your classmates celebrate it.
b. How often they do certain activities to enjoy the celebration.
c. When they celebrate it.
d. Talk with your partner about the celebration you chose. Use the expressions in the box.

Did you know that …
one of the most traditional celebrations in Chile is 'Cuasimodo'? On the Sunday after Easter, priests take the holy sacraments to the people who can't go to church.

Useful expressions

- What's your...?
- Do you usually...?
- Sure!
- I love it!
- What do you...?
- It's wicked!

TRAVEL BACK

READING

1 Read the text in Lesson **1** (Pg. **11**)and write the event that corresponds to each year. **3 pts**

a. 1778: ____________ **b.** 1919: ____________ **c.** 1925: ____________

2 Read the text again and answer the following questions. **2 pts**

a. What kind of festivity does the text describe?

b. How does the celebration begin?

LISTENING

3 5 Listen to the text in Lesson **2** (Pg. **15**) again and circle where Ana and Francisco come from. **2 pts**

Argentina **Brazil** **Chile** **Peru** **the USA** **Venezuela**

4 5 Listen again and fill in the blanks. **3 pts**

a. I love ____________!

b. Families ____________.

c. People have ____________.

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LANGUAGE

5 Complete the following sentences describing the habits expressed in each case. **4 pts**

a. People ________________ eat special food to celebrate Christmas. (100%)

b. We ________________ miss a party. (0%)

c. Students ________________ dance the *cueca* at schools in September. (50%)

d. Children ________________ fly kites in September in Chile. (90%)

6 Complete these sentences. **4 pts**

a. For Halloween, children... and...

b. It's very cold in winter in Chiloe. However...

c. People can... and...

d. People celebrate twice because...

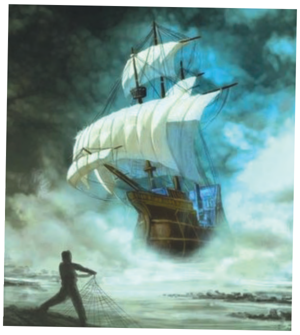
0 - 5	6 - 10	11 - 15	16 - 18	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	18 pts

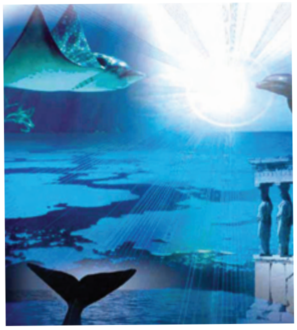
BEFORE READING

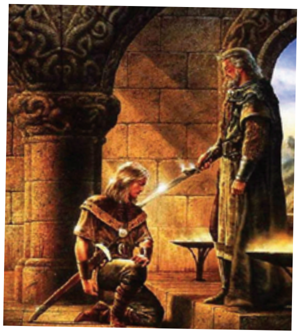
Target strategy: Recalling previous knowledge

KWL Chart. Before reading,draw a three-columned chart in your notebook and write what you "K"now or think you know about a topic.
Then add any questions you "W"ant to have answered by the text.

1. What is the difference between myth and legend? Can you identify these pictures?







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2. Can you mention some well-known Chilean myths or legends? Which ones? What regions are they related to?

3. Match the words in the box with their Spanish equivalents (**a** – **g**).

beverage **endurance** **journey** **leaves (noun)**
reward **shelter** **weak**

a. *bebida* - ____________
b. *débil* - ____________
c. *hojas de árbol o de planta* - ____________
d. *recompensa* - ____________
e. *refugio* - ____________
f. *resistencia* - ____________
g. *viaje* - ____________

4. Have a quick look at the text and the Vocabulary box. What do you think the legend is about? Discuss your ideas with your partner.

Vocabulary

Look up the meaning of these words in a dictionary. Which of them are related to people?

- aborigine
- farm (v.)
- forest
- hunter
- tribe

YERBA MATE AND THE GUARANÍ PEOPLE

The Guaraní were the aborigines that lived in the Paraguayan forest before the Spanish people arrived. They were nomads and they moved around the territory looking for new lands to farm.

One day, when a tribe was about to move to a new location, one of the oldest men decided to stay because he felt tired and weak for the journey. His daughter Yari stayed with him because she didn't want to leave him alone. Soon, they had very little food left. At that moment, the spirit Tupá descended to earth.

He was dressed like a nomadic hunter, and asked Yari for food and shelter for the night. Very generously, Yari offered him hospitality and the last of their food. Her charity surprised the spirit and he offered her a reward. Yari asked for something to make her father stronger and healthier.

Tupá grew a green plant with white flowers with his magic powers.
He taught Yari and her father to prepare tea using the plant's leaves.
When Yari's father drank the tea, he felt much better.
Tupá told them to share the plant with the rest of the tribe.

Now, this beverage brings comfort, health, and endurance to the Guaraní.

Adapted from: *Legends of Yerba Mate.* (n.d.) Retrieved June 4, 2012, from http://guayaki.com/mate/1894/Legends-of-Yerba-Mate.html

Target strategy Visualizing

While you read,visualize in your mind what is happening in the story. Return to the chart after reading to record what was "L"earned through the reading.

5. 8 Read the text and check your prediction in Exercise **4**. Support your ideas.

6. Copy this diagram in your notebook. Complete it with the different elements of the text you read.

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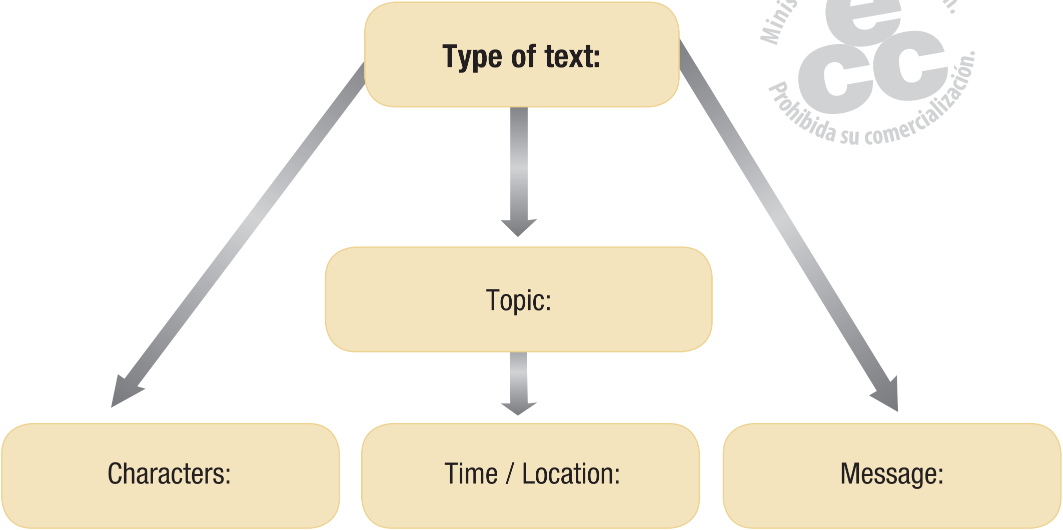

7. Find the partner for each tile to form complete sentences. Use the connectors and, *however* and *because* to put the tiles together.

Tupá came to Earth
Tupá gave Yari a green plant
offered Yari a reward
he was weak
it gave her father comfort and health
Tupá was surprised
Yari stayed with her father
asked Yari for food
Tupá was a spirit
he dressed like a nomadic hunter

Did you know that …
Chilean mythology is characterized by a multitude of beliefs of the indigenous people and others of European origin?

LANGUAGE FOCUS WB 5

THE PAST SIMPLE TENSE

1. Read these examples from the text. Pay special attention to the words in **bold**.

Tupá **came** down to earth. / Tupá **used** his magic.
They **moved** around the territory. / Tupa **gave** Yari a reward.

2. Answer these questions.

a. What do the sentences refer to? Circle an alternative.

i. Past events.

ii. Future events.

b. What is the difference between *used, moved,* and *came, gave*?

3. Complete this general rule.

We use the Past Simple tense to narrate events that happened in the ____________. To form the ____________ of regular verbs, we add __________ / __________ to the base form of the verb. There is no rule to form the ____________ of ____________ verbs.

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8. WB 6 Complete the following text with the past tense of the verbs in parenthesis.

Yerba Mate is the source of the infusion called mate, traditionally consumed in Argentina, Bolivia, Uruguay and Paraguay.

Yerba Mate ___________ (be) first consumed by the indigenous Guaraní. This indigenous people ______ (be) the first who _______ (enjoy) mate.

The Guaraní ___________ (think) the Yerba tree was a drink of the gods. It was a source of nutrition and energy for them, but it also __________ (play) a social role.

In the mid 17th century, Jesuits established many plantations in Paraguay and ___________ (learn) all the secrets of Yerba Mate domestication.

9. 9 First only listen. Then listen and repeat the list of words and the tongue twister. Pay special attention to the pronunciation of the letters **th**.

Earth **father** **health** **them** **with** **then**

Elizabeth's birthday is on the third Thursday of this month.

Useful expressions

- What's...?
- Why...?
- Because...

10. Work with your partner. Use the information in the text to write a dialog between Yari and Tupá in your notebook. Use the expressions in the box.

11. 10 Listen to the recording and check your answers.

12. 10 Listen again. Practice and role-play the dialog with your partner. Add more questions to the dialog and continue practicing.

13. Number the sentences you formed in Exercise **7** in the correct order of events.

14. With your partner, write a brief summary of Yari' story in your notebook. Follow the instructions.

a. Organize the sentences you formed in a time line according to the sequence in which they happened.

b. Go back to the Language Focus and identify the connectors you can use to link the sentences in your time line.

c. Put the sentences together into a brief summary. Check with the list in the box and write a final version.

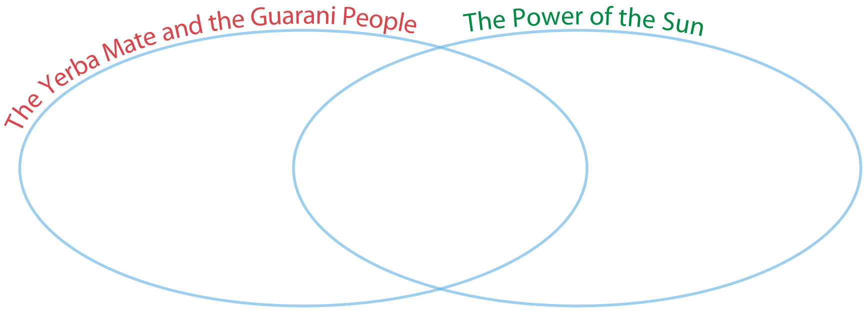
d. Take turns to read your summary aloud to your classmates.

Writing checklist

- ✔ Use the time line to organize the events in the sequence they happened.
- ✔ Use the connectors you learned (but, so that, because, so) to link the ideas.
- ✔ Use correct spelling and punctuation (commas, full stops, capital letters).

15. RB 3 Read the Indian legend *The Power of the Sun* (Reading Booklet, Pg. **3**.) and answer:

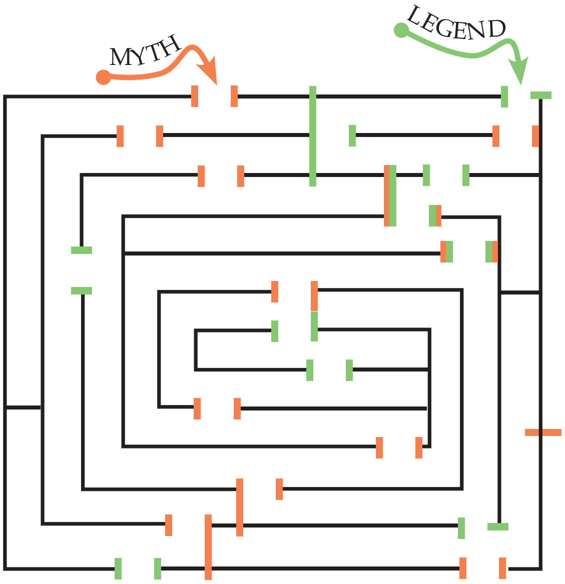
a. What does this legend have in common with *Yerba Mate and the Guarani People*? How is it different? Copy the Venn diagram in your notebooks and show your findings as in the example.



b. In your opinion, what natural event does this legend try to explain?

16. Myths and legends are two ways of explaining things. Follow the path from the words to the definitions and answer.

Is the text *Yerba Mate and the Guaraní people* a myth or a legend?



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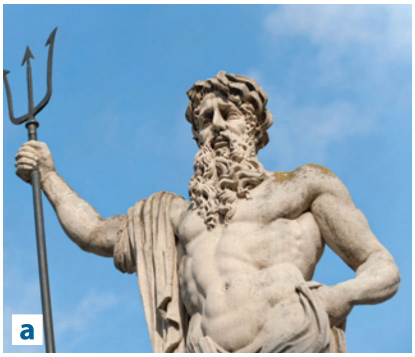
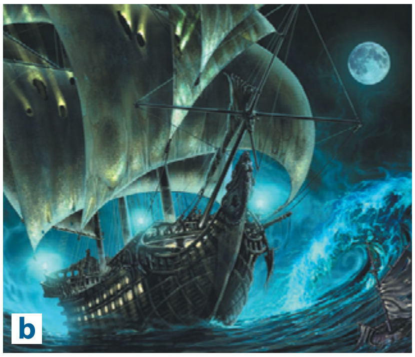
A: A traditional story about supernatural heroes that explains the origin of events or things in symbolic language. The protagonists are usually gods, superior to human beings.

B: An old story from the past that is presented as part of history. One of the elements is a magic event that is probably not true. Their human protagonists generally interact with fabulous or fantastic characters.

17. FL Read the definitions above and look at the pictures. Which one represents a legend and which one represents a myth?





BEFORE LISTENING

Target strategy: Evaluating

Before listening, have a look at the activities and evaluate what listening strategy will help you in each particular situation.

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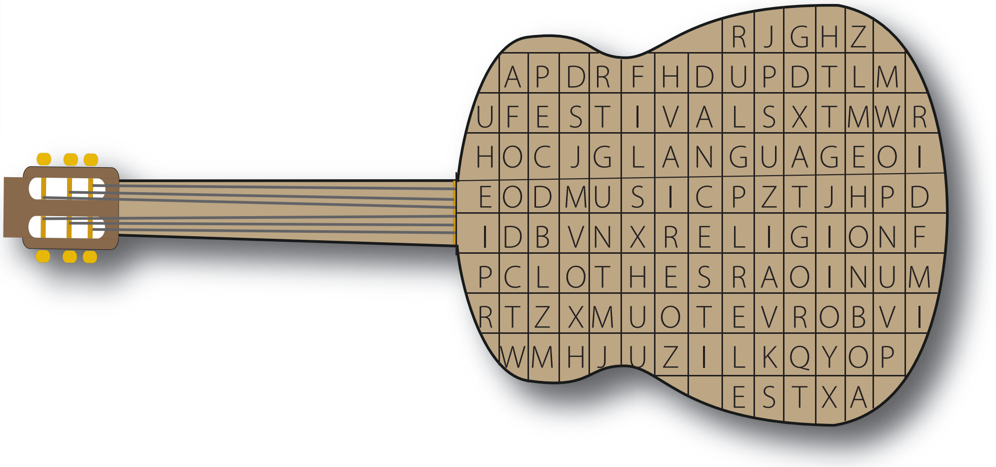
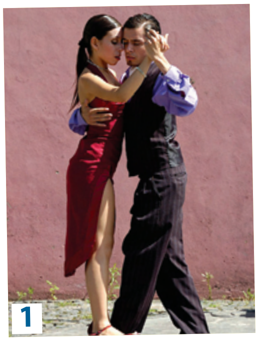
1. What are the elements of a country's culture? Try this Culture Word Search puzzle and find seven of those elements. Words can go across or down.

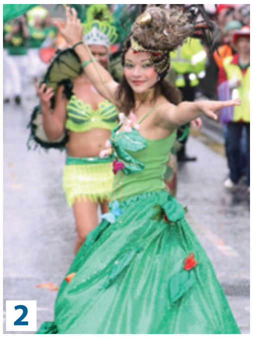


								R	J	G	H	Z		
	A	P	D	R	F	H	D	U	P	D	T	L	M	
U	F	E	S	T	I	V	A	L	S	X	T	M	W	R
H	O	C	J	G	L	A	N	G	U	A	G	E	O	I
E	O	D	M	U	S	I	C	P	Z	T	J	H	P	D
I	D	B	V	N	X	R	E	L	I	G	I	O	N	F
P	C	L	O	T	H	E	S	R	A	O	I	N	U	M
R	T	Z	X	M	U	O	T	E	V	R	O	B	V	I
	W	M	H	J	U	Z	I	L	K	Q	Y	O	P	
								E	S	T	X	A		

2. Match the name of these dances with the corresponding picture (**1** – **5**). With your partner, take turns to describe each picture.

breakdance **flamenco** **samba** **maypole** **tango**


1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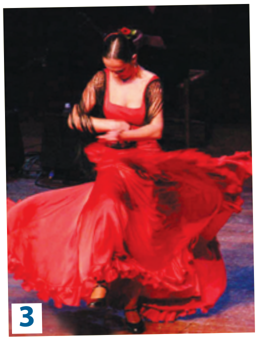
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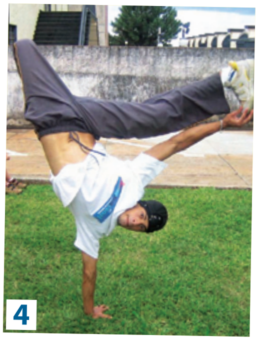
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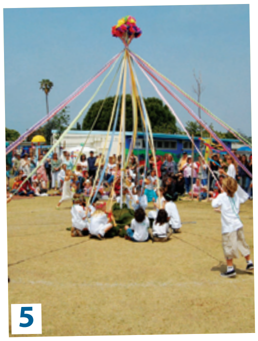
5

3. Look up the meaning of the words in the Vocabulary box. Then answer questions **a - g**.

a. When do people wear aprons?
b. Who wear spurs? When?
c. What things can you wear? Give examples.
d. What school subject is related to a circle?
e. What is the main characteristic of a 'flowered dress'?
f. What other type of boots do you know?
g. Look at picture **h**,on Page **26**. Are they riding trousers? Yes/ No, Why?

Vocabulary

- circle
- flowered dress
- riding boots
- riding trousers
- apron
- spurs
- wear

4. You are going to listen to a recording about the national Chilean dance. Which dance is it? Write what you know about it in your notebook.

LISTENING

5. 11 Listen to the telephone conversation between Kelly and Ignacio. Check if you were right about the national Chilean dance.

6. 11 Listen again and write the correct alternative.

a. The dance was declared official in ________________.
i. 1969.
ii. 1979.
iii. 1959.

b. People usually dance it for ________________ celebrations.
i. Christmas.
ii. Easter.
iii. Independence Day.

c. Movements consist of circles and ________________.
i. semicircles.
ii. triangles.
iii. rectangles.

d. The dancers wear ________________.
i. uniforms.
ii. special clothes.
iii. costumes.

Target strategy: Focusing attention

Listen carefully to the speaker(s). Pay special attention to the information that is relevant for your purpose.

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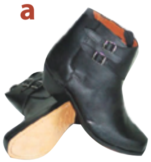
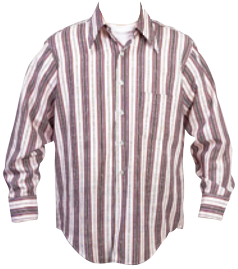
7. 11 Listen to the conversation once more. Circle the elements that are mentioned and use them to complete the dialog below. Then practice and role-play the dialog with your partner imitating the intonation and pronunciation of the recording.

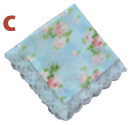
a



b



c



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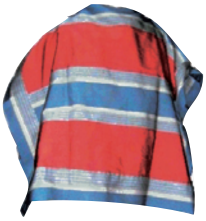
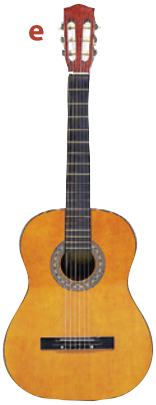


e



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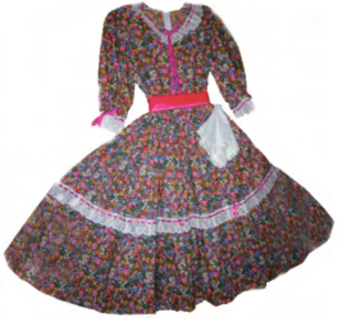
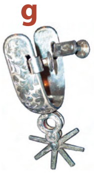


g



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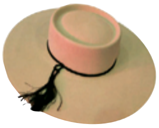
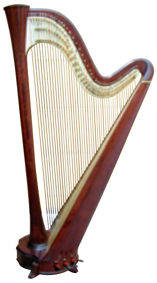


i



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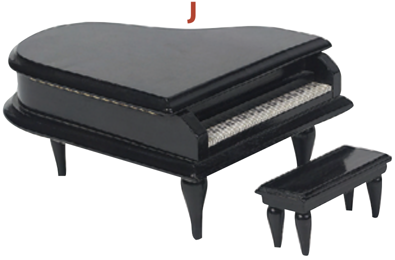

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Useful expressions

- What's the name...?
- What clothes...?
- When do people...?

How about ...?

It's called...

Kelly: What's the name of the Chilean national dance?

Ignacio: It's called the cueca.

Kelly: Do the dancers wear special clothes?

Ignacio: Men wear ____________________ . Women wear ____________________ .

Kelly: How about the music?

Ignacio: The traditional cueca uses the ____________________ .

Kelly: When do people dance it?

Ignacio: People usually dance cueca on the Independence Day.

LANGUAGE FOCUS WB 7

DESCRIBING ACTIONS

1. Read these sentences from the text. Pay special attention to the words in **bold**.

a. I can't dance it very **well**.
b. The couple claps their hands **firmly** in rhythm of the music
c. The dancers move **softly**.
d. They move their handkerchiefs **gracefully** above their heads.

2. Answer these questions.

a. What do the words in bold in Point **1** indicate?
  i. They indicate how something happens.
  ii. They indicate the time when something happens.
  iii. They indicate the place where something happens.

b. Which question do these words answer?
  i. When?
  ii. Where?
  iii. How?

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3. Complete the rule.

We describe actions using words like *well*, *firmly* and *softly*.

We make most of them by adding the particle ______________ to the corresponding adjective.

Notice that there are exceptions, such as *well, fast, hard*.

8. 12 First only listen and then listen and repeat. Pay special attention to the pronunciation of the vowels.

back **beginning** **bird** **symbol**

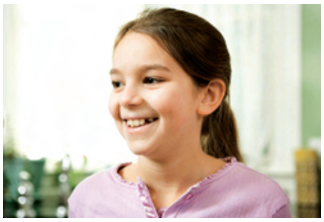
The batter with the butter is the batter that is better!

9. 13 Listen and repeat these questions. With your partner, create a new dialog about another traditional dance using the same questions. Use expressions and vocabulary from the lesson.

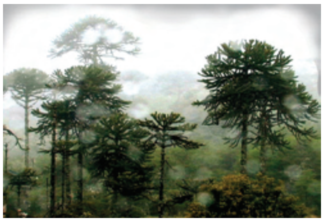
a. What is the name of the dance?
b. Where is it from?
c. What clothes do people wear?
d. When do people dance it?

10. Use the visual clues to complete the sentences with an adverb from the box.

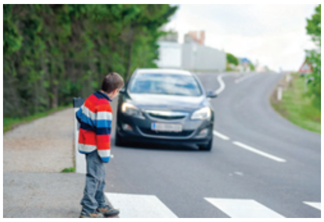
beautifully carefully happily
heavily quietly softly



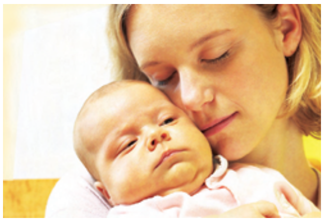
When my little sister saw the gift, she smiled ________.



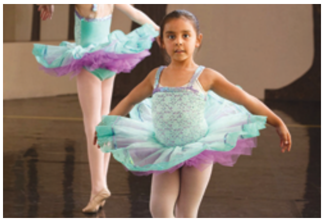
In winter, it rains ________ in the south of Chile.



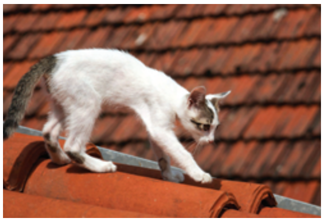
Be sure to look ________ to the left and right.



Sarah sings ________ when she holds her baby.



Brenda dances ________.



The cat walked ________ on the roof.

a. Choose a traditional dance you know and complete the table.
b. Find more information about other traditional dances in Chile and write some notes in your notebook using the table format.

11. Read and do what Ignacio says. Copy and complete the table in your notebook.

Dance	Origin	Time	Clothes	Instruments

12. In your notebook, write a short paragraph about the dance you chose. Make sure you use your notes in Exercise **11**, the words you learned in the Language Focus, and the words in Exercise **10** to describe the dance and its music.

TRAVEL BACK

READING

1 Read the text in Lesson **3** (Pg. **19**) again and circle the correct alternative. **2 pt**

What kind of text is it? Explain why.

a. A piece of news.
b. An extract from a book.
c. An advertisement.

2 Read the text again and answer the following questions. **4 pts**

a. Where is the story from?
b. Who were the Guaraní?
c. What did Tupá grow?
d. What did Yari prepare?

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LISTENING

3 11 Listen to the recording in Lesson **4** (Pg. **25**) again. Number the sentences in the order you hear them. **5 pts**

a. _____ There are many variations.
b. _____ The dancers move softly.
c. _____ Is there a national Chilean dance?
d. _____ The women wear a flowered dress.
e. _____ Is it difficult?

LANGUAGE

4 Complete the following paragraph with the Past Simple tense of the verbs in brackets. **5 pts**

The young music star Rihanna ______________ (be) born in 1988, in Barbados. She ______________ (live) there until 2004, when she ______________ (go) to New York. In 2005, she ______________ (record) her first album. In 2006, Rihanna ______________ (reach) the first place on the Billboard list with her second album.

5 How do you do these activities? Write full sentences describing these actions. **3 pts**

a. Study for the tests.
b. Clean my room.
c. Dance *cueca*.

0 - 5	6 - 10	11 - 15	16 - 19	TOTAL SCORE
Keep trying	**Review!**	**Well done!**	**Excellent!**	19 pts

HAVE A LOOK AT... a summary

Did you know that ... the writing process involves a series of steps to follow in producing a finished piece of writing? Every writer follows the five steps of the writing process.

A summary tells the most important ideas in a text? It usually includes the main idea of the text and 2 or 3 important supporting details.

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I. The legend of Icarus

Daedalus and his son Icarus were imprisoned inside a massive labyrinth in Crete. In order to escape from the labyrinth, Deadalus made a set of wings for his son and himself. The wings were made out of wax and feathers. With the wings, the father and son were able to fly out of the Labyrinth to freedom. Before leaving, Deadalus gave his son a serious warning. He told him not to fly too close to the sun. "If you do so", Deadalus explained, "the wax that held the wings together will melt, and you will fall from the sky."

Icarus, however, was so excited by the incredible feeling of flight that he flew higher and higher. He flew so high that he became dangerously close to the sun. Just as his father said, the wax within his wings was transformed into liquid. The wings fell to pieces and Icarus descended from the sky.

II. The legend of Icarus

Daedalus and his son Icarus were inside a labyrinth in Crete. The father made them each a pair of wings to escape from it. Before they left, Daedalus warned his son, "Don't fly too high. The sun will melt the wax on your wings and you will fall." Icarus was so excited that he forgot the warning. He flew very high, the wax melted, and Icarus fell down into the sea and drowned.

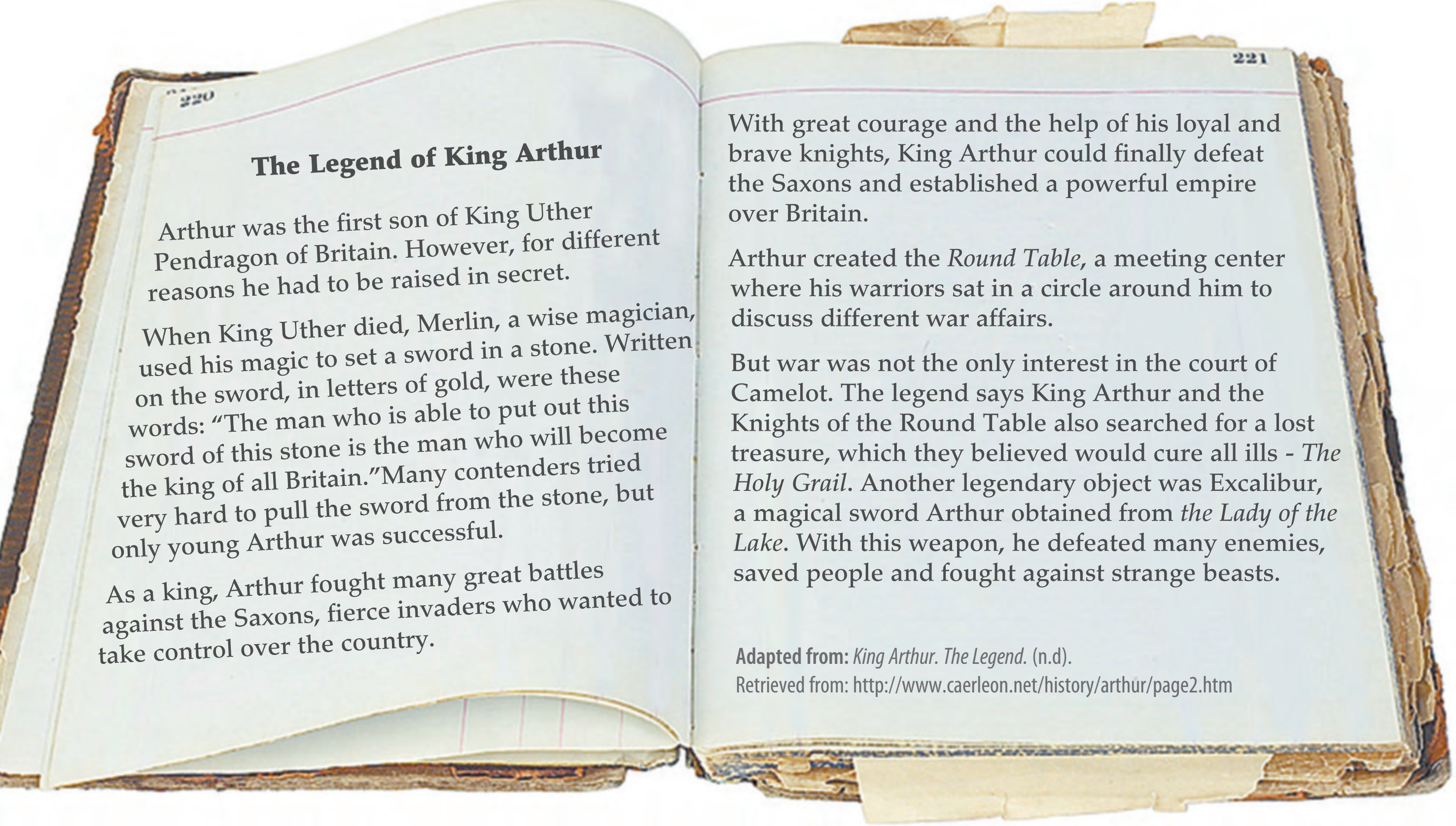
1. Read these two texts and answer these questions.

- **a.** Which of the two texts is the original legend?
- **b.** Which of the two texts is a summary? Why?
- **c.** What ideas are central and what ideas are extra information?
- **d.** Who are the protagonists of the legend?
- **e.** Underline the main ideas in Text **I**. Are these ideas mentioned in Text **II**?

ORGANIZING

In this phase, you brainstorm, gather and outline ideas.

2. You are going to write a summary of *The Legend of King Arthur*. Read the legend and underline the key words to include in your summary.



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The Legend of King Arthur

Arthur was the first son of King Uther Pendragon of Britain. However, for different reasons he had to be raised in secret.

When King Uther died, Merlin, a wise magician, used his magic to set a sword in a stone. Written on the sword, in letters of gold, were these words: "The man who is able to put out this sword of this stone is the man who will become the king of all Britain."Many contenders tried very hard to pull the sword from the stone, but only young Arthur was successful.

As a king, Arthur fought many great battles against the Saxons, fierce invaders who wanted to take control over the country.

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With great courage and the help of his loyal and brave knights, King Arthur could finally defeat the Saxons and established a powerful empire over Britain.

Arthur created the *Round Table*, a meeting center where his warriors sat in a circle around him to discuss different war affairs.

But war was not the only interest in the court of Camelot. The legend says King Arthur and the Knights of the Round Table also searched for a lost treasure, which they believed would cure all ills - *The Holy Grail*. Another legendary object was Excalibur, a magical sword Arthur obtained from *the Lady of the Lake*. With this weapon, he defeated many enemies, saved people and fought against strange beasts.

Adapted from: *King Arthur. The Legend.* (n.d).
Retrieved from: http://www.caerleon.net/history/arthur/page2.htm

3. What are the main events in this legend? What details will you use to support the main events?

DRAFTING

4. WB 8 Write a summary of *The Legend of King Arthur* in your notebook. Use the model summary on Page **30** and your notes from the Drafting section as a guide. Do not worry too much about making mistakes, just get your ideas down on paper.

EDITING

Editing is correcting spelling, punctuation and grammar errors.

5. Use the checklist on the Writing Box to correct your summary.

WRITING

6. Write a final version of your summary on a piece of cardboard and decorate it. Display it on a visible place of the classroom.

PUBLISHING

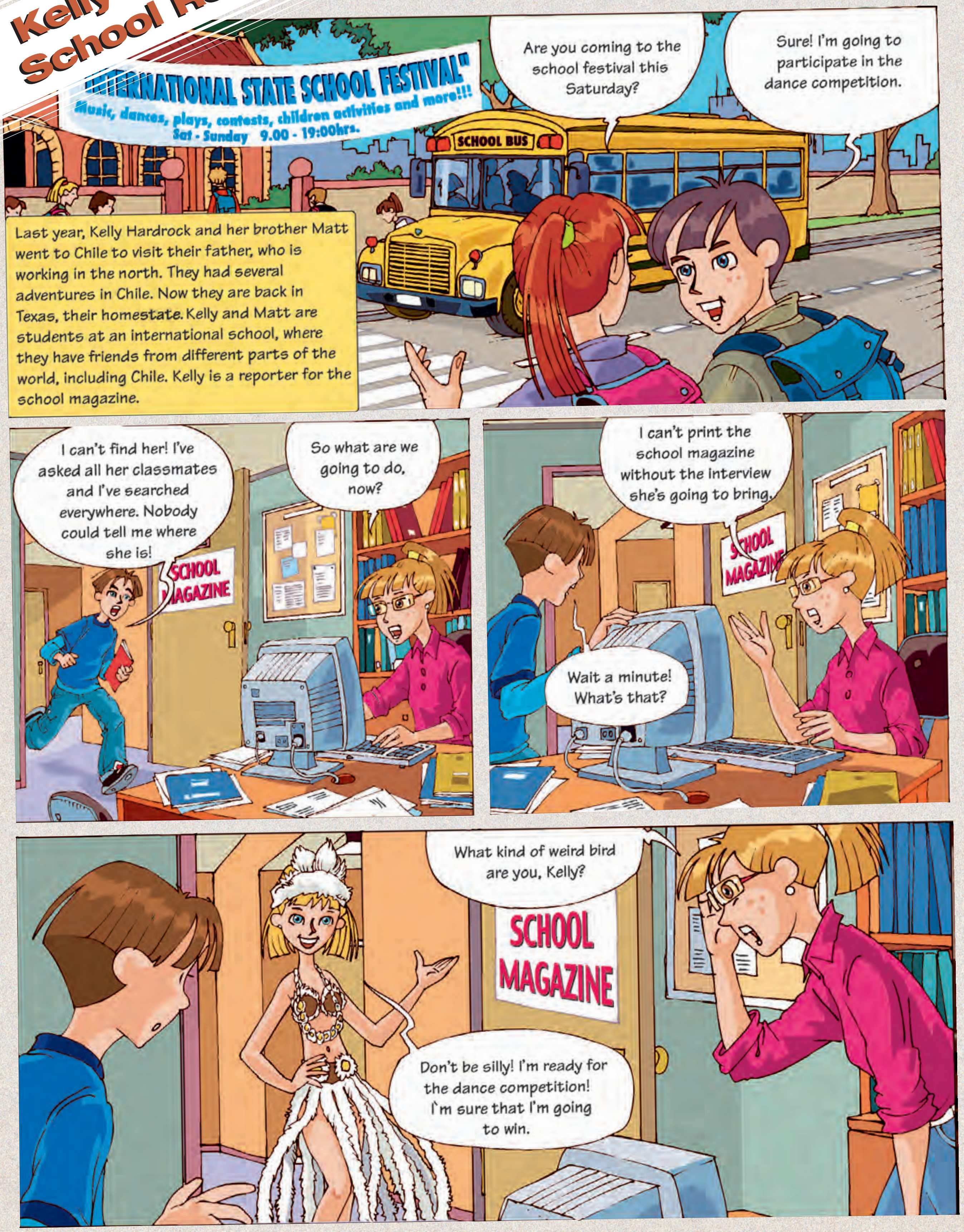
7. If possible, post your composition in a class blog with the help of your teacher.

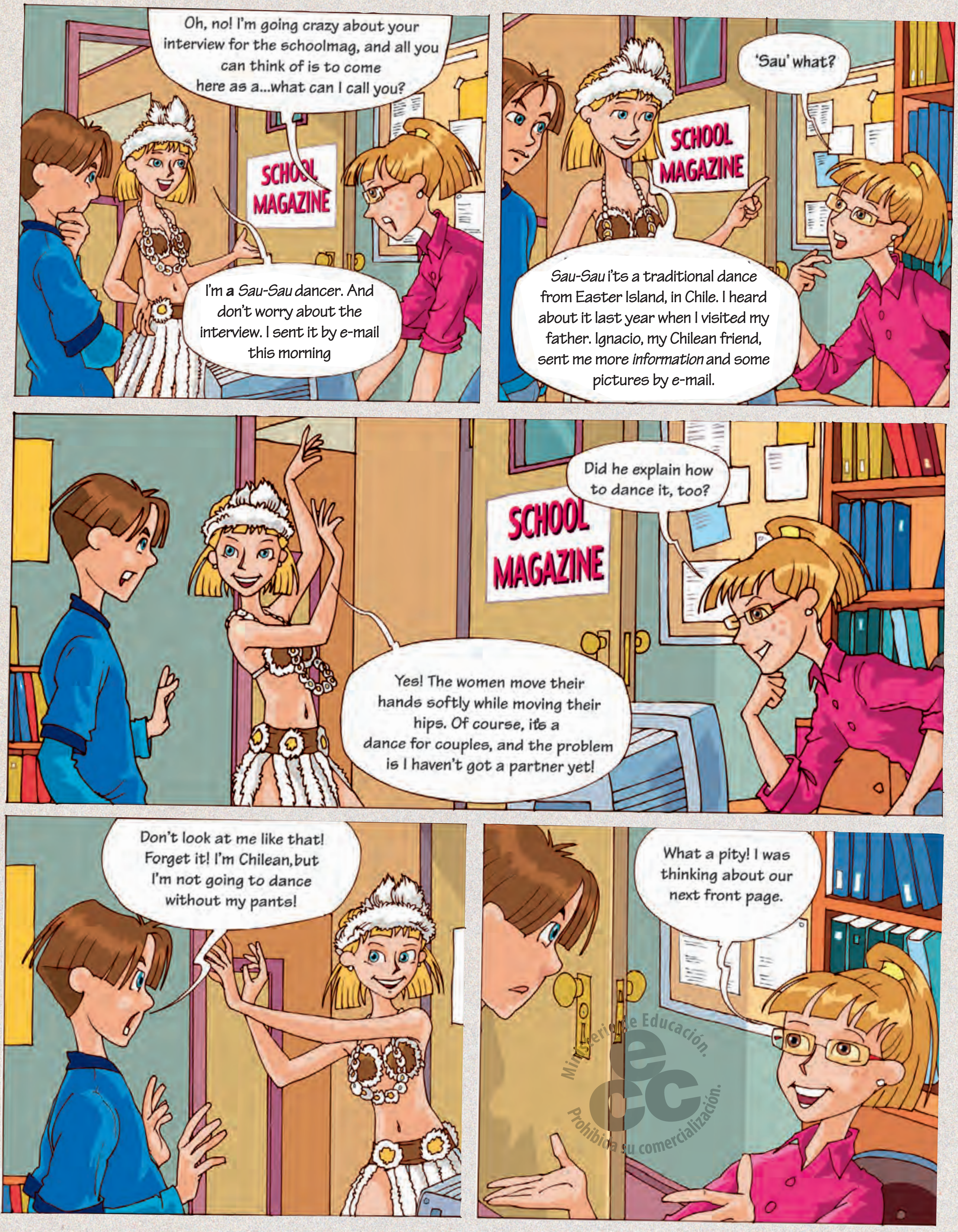
Writing checklist

A summary
- ✔ Add words to make it more interesting.
- ✔ Check your work for punctuation (question marks, commas, etc.) and spelling mistakes.
- ✔ Make sure you connect the ideas using and, *however* and *but*.

Kelly Hardrock, School Reporter

EPISODE 1: THE COMPETITION


"INTERNATIONAL STATE SCHOOL FESTIVAL"
Music, dances, plays, contests, children activities and more!!!
Sat - Sunday 9.00 - 19:00hrs.
SCHOOL BUS
Are you coming to the school festival this Saturday?
Sure! I'm going to participate in the dance competition.
Last year, Kelly Hardrock and her brother Matt went to Chile to visit their father, who is working in the north. They had several adventures in Chile. Now they are back in Texas, their homestate. Kelly and Matt are students at an international school, where they have friends from different parts of the world, including Chile. Kelly is a reporter for the school magazine.
I can't find her! I've asked all her classmates and I've searched everywhere. Nobody could tell me where she is!
So what are we going to do, now?
SCHOOL MAGAZINE
I can't print the school magazine without the interview she's going to bring.
Wait a minute! What's that?
SCHOOL MAGAZINE
What kind of weird bird are you, Kelly?
SCHOOL MAGAZINE
Don't be silly! I'm ready for the dance competition! I'm sure that I'm going to win.


Oh, no! I'm going crazy about your interview for the schoolmag, and all you can think of is to come here as a...what can I call you?
SCHOOL MAGAZINE
I'm a *Sau-Sau* dancer. And don't worry about the interview. I sent it by e-mail this morning
'Sau' what?
SCHOOL MAGAZINE
Sau-Sau i'ts a traditional dance from Easter Island, in Chile. I heard about it last year when I visited my father. Ignacio, my Chilean friend, sent me more *information* and some pictures by e-mail.
Did he explain how to dance it, too?
SCHOOL MAGAZINE
Yes! The women move their hands softly while moving their hips. Of course, it's a dance for couples, and the problem is I haven't got a partner yet!
Don't look at me like that! Forget it! I'm Chilean, but I'm not going to dance without my pants!
What a pity! I was thinking about our next front page.

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CREATIVE SKILLS

1. In groups of four, suggest different endings for this episode and vote for the one you like the most.
2. Create a comic strip with your idea.
3. Role-play your comic strip and present it to your class.

COMPLEMENTARY ACTIVITIES

1 Look at the table. Pay attention to the information about Bill and the example sentence.

a. Think about how often you do each activity and complete the table with information that is true for you.

b. Go back to the Language Focus on Page **16** and find a word to describe your habits.

c. Work with your partner. Take turns to describe the habits in the table.

Example: *Bill / cinema: Bill often goes to the cinema.*
You / homework: I always do my homework.

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	Goes to the			Does	
	Cinema	Seaside	Disco	His / Her homework	The cleaning
Bill	50%	70%	0%	30%	30%
You	____%	____%	____%	____%	____%

2 Read the following text and write the summary in your notebook. Follow the steps in Lesson **5**.

WHAT IS *SHICHI-GO-SAN*?

Shichi-go-san is a Japanese festival celebrated for children aged 7, 5 and 3. The official date is November 15th, but most families hold their festivities on the nearest weekend instead because it's not a national holiday.

Parents of a 3-year-old or 5-year-old son and / or of a 3-year-old or 7-year-old daughter take them to a temple. There, they pray to Ujigami, the Shinto guardian god of good health, wishing for their children's health.

Most girls wear kimonos and boys come in *haori* (robe) and *hakama* (pants).

Origins of *Shichi-go-san*

Shichi-go-san originated in the Heian Period (794-1185) when aristocrats celebrated the growth of their children. They started visiting temples to pray for the health of their kids.

Why the ages 7, 5 and 3?

Odd numbers such as 3, 5 and 7 are considered to be lucky numbers according to the East Asian numerology. In ancient times, those ages were associated with important stages in the life of a Japanese child.

Age 3: boys and girls who are 3 years old wear traditional Japanese clothes for the first time in their life.

Age 5: Boys put on a hakama for the first time in public.

Age 7: Girls began using an *obi* (belt) to tie their kimono, instead of cords.

Traditional Candy: *Chitose Ame*

Children don't only get to dress up in beautiful clothes, they also receive a special type of candy which is only given for the "7-5-3 Day".

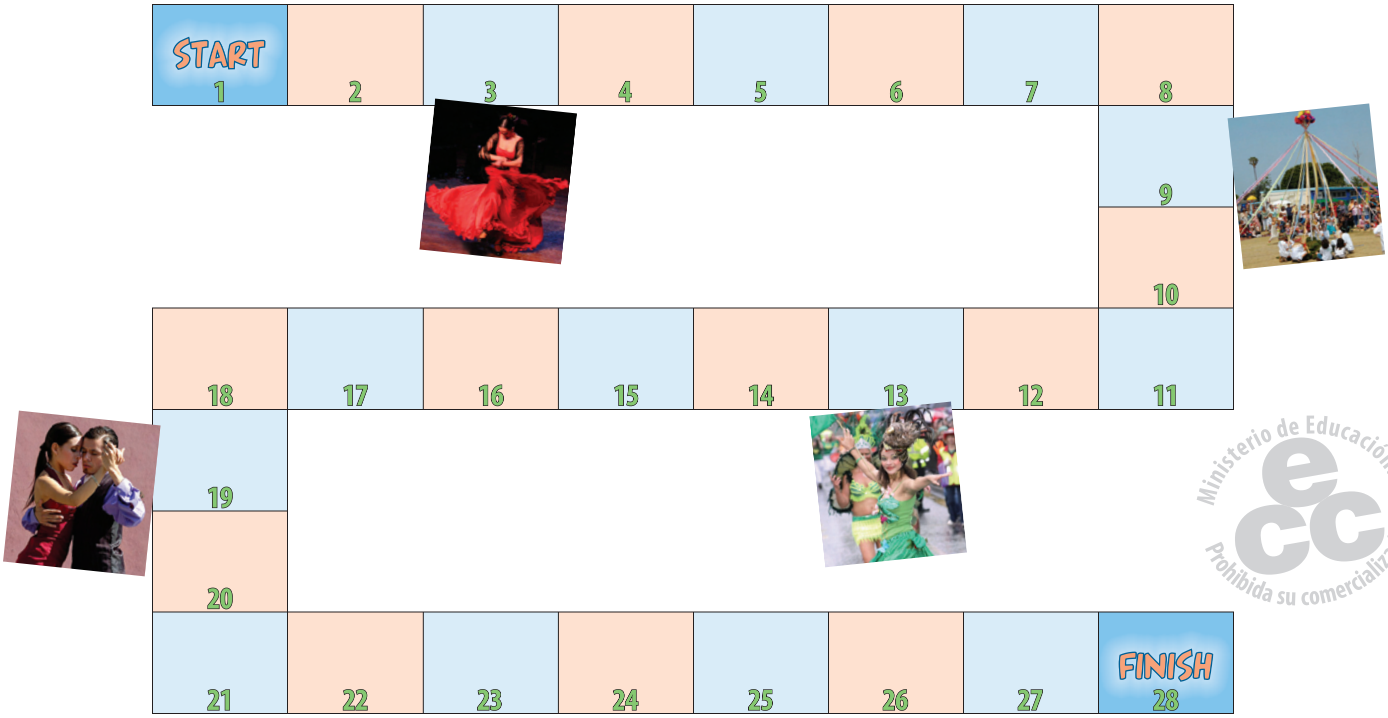
It's called *Chitose Ame*, literally thousand-year candy, which is a long, thin, red and white candy. It's traditionally carried in paper bags with a crane and a turtle on it, which represent health and longevity.

Some paper bags are also decorated with images of pine trees and bamboo, the symbols of good luck.

3 In groups of four, play this board game about what you have learned in this unit. Follow the instructions below.

Instructions

1. Get a dice and four pins or coins.
2. Throw the dice and the player who gets the highest point starts the game. Then, the other players continue playing clockwise.
3. The first player throws the dice again and moves the number of spaces it indicates.
4. There, follows the instruction or answers a question. If the player answers correctly, he/she throws the dice again and does as before. If he/she doesn´t answer correctly, he/she remains in the same space.
5. The winner of the game is the player that reaches the FINISH space first.



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1. START
2. Where did tango originate?
3. Describe the picture.
4. What did you do last weekend?
5. Which is the national Chilean dance?
6. Go back 2 spaces.
7. How do you ride your bike?
8. Tell a popular legend.
9. What is maypole?
10. Miss a turn.
11. Mention 3 pieces of clothes *cueca* dancers wear.
12. Where did flamenco originate?
13. Describe the picture.
14. How often do you go to a *fonda*?
15. Go back two spaces.
16. Mention a famous street dance.
17. When is Halloween?
18. What is the *añañuca*?
19. What are the people doing?
20. How do you dance *cueca*?
21. Miss a turn.
22. Mention 3 world-famous celebrations.
23. Where does the festivity of *Nazareno del Caguach* take place?
24. Describe your favorite celebration.
25. Who were the *Guaraní*?
26. Go back two spaces.
27. Where did you go last Independence Day?
28. FINISH

PROJECT

An Oral Presentation

a. Work in pairs.

b. Choose a traditional celebration in Chile or in another country (it can be a very distant country).

c. Find information about the activities, traditional food, music, and dances.

d. Find pictures or make drawings to visually support your presentation.

e. Write notes organizing the information you collected. You can use the text on Page **11** as a guide.

f. Memorize what you are going to present and practice with your partner

g. Present your celebration in front of your class.

PROJECT EVALUATION

Reflect on these questions:

- Identify the contents of the unit that helped you prepare your presentation.
- What interesting things about Chilean culture did you learn?
- Are you satisfied with your work?
- What were the greatest difficulties of presenting a topic?
- How could you improve future presentations?

TEST YOUR KNOWLEDGE

READING: NATIONAL HOLIDAYS

Countries around the world have national holidays. They are, of course, on different days, but the ways people celebrate are sometimes the same.

The United States have three holidays that are the same in the rest of the world: Easter Sunday, Christmas Day and New Year's Day. The national holiday is on July 4th. There are many **parades** with bands. People cook and eat food outside their houses and after that they have a night of concerts and **fireworks**.

Americans also have another national holiday, Thanksgiving Day, the fourth Thursday in November. On this day, people usually eat some of the foods that they served at the first **feast**: turkey, potatoes, **pumpkin**, etc.

In France, the national holiday is on July 14th. There are big **parades** with soldiers, and airplanes fly in the sky. People dance in the streets and many events like concerts or operas are free on that day.

Mexican people celebrate their independence on September 16th. School children march in **parades** and there are bands and mariachi music everywhere. People eat traditional food called *Chiles en Nogada* on this day.

1 Underline the correct alternative to finish the sentence. **1 pt**

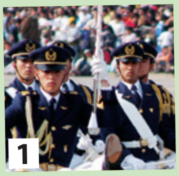
The text is ____________________

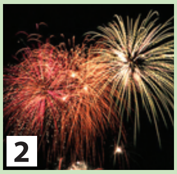
a. a letter to a friend.
b. a piece of news.
c. an advertisement.
d. a description.

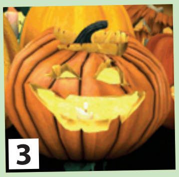
2 15 Read and listen to the text. Find information to support or contradict these statements. **5 pts**

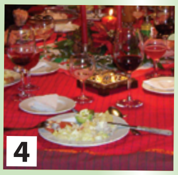
a. National holidays are on the same day in all countries.
b. In the United States, there are many parades and fireworks on the fourth Thursday in November.
c. Americans usually eat traditional food on Thanksgiving Day.
d. French people don't have to pay for events on the 14th of July.
e. American, French and Mexican people celebrate their national holiday with parades.

3 Read the text again and match the words in **bold** with one of these pictures (**1 – 4**). **4 pts**


1 ____________


2 ____________


3 ____________


4 ____________

LISTENING: A DRUMMING STAR

4 16 *Drumming wonder Mark Lung, 12* is starting a Chilean tour with the *Philharmonic Orchestra* this week. Listen to the interview and identify the following information. **5 pts**

a. Number of hours that he plays every day
b. Person he admires
c. Favorite composer
d. Favorite place
e. Dream for the future

5 16 Read these sentences and listen to the recording. Underline the incorrect information in some of them. **3 pts**

a. It's the first time Mark visits the country.
b. His father is a composer and a pianist.
c. He would like to play the drums on the moon.

LANGUAGE

6 Complete the following sentences with the correct frequency adverb. **3 pts**

a. In Chile, children ____________ dance *cueca* at school in September. (90%)

b. In Brazil, people ____________ celebrate Carnival with water. (100 %)

c. In the USA, children ____________ miss Halloween celebrations. (0%)

7 Choose two words from the box and create two sentences describing celebrations. **2 pts**

angrily easily
enthusiastically softly slowly

SPEAKING

8 Choose a topic and tell your partner three bits of information about it. **3 pts**

a. Independence Day in Chile
b. Celebrations around the world
c. Traditional dances in Chile

Great! Not too bad Help!

0 - 6	7 - 13	14 - 21	22 - 26
Keep trying	Review!	Well done!	Excellent!

TOTAL SCORE
26 pts

SELF-EVALUATION

In this unit, which of these aspects were strenghts / weaknesses for me? Why?

Reading
- comprehension of instructions
- comprehension of the general meaning of the text
- identification of specific information
- using my previous knowledge to clarify text meaning

Listening
- comprehension of specific information
- identification of sequence of information
- identification of speakers

Speaking
- participation in short dialogs
- talking about celebrations and traditions
- describing actions

Writing
- identification of the main ideas in a text
- using connectors to link these ideas

Language
What do you think about your learning in this Unit?

- Lesson **1**: connectors
- Lesson **2**: describing habits
- Lesson **3**: the Past Simple tense
- Lesson **4**: describing actions

Comment your progress and reflections with your group and with your teacher.

UNIT 2

TAKE CARE OF YOURSELF

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In this unit you will use the following skills:

Listening

Listen and find specific information in a radio program and in a dialog related to healthy habits and self-care by:

- using previous knowledge to predict content,
- identifying intonation patterns,
- relating ideas with sentence connectors,
- discriminating between main and secondary ideas.

Reading

Read and identify main ideas, explicit and implicit information in a questionnaire about healthy habits, and in a literary extract by:

- using key words to identify text organization,
- recognizing type of text from visual clues,
- relating cause and effect,
- identifying logical order of ideas,
- identifying the author's intention and the effects on the reader.

Speaking

Express possibilities, obligations, and future intentions by role-playing communicative situations about:

- healthy habits and self-care,
- addictions and teens's problems.

Writing

Write short paragraphs and a blog post related to addictions and self-care:

- using words related to feelings and moods, physical activities, and study habits,
- expressing future consequences,
- reporting the results of a survey.
- identifying the text structure of a blog post.

Getting ready

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1 Look at the pictures and answer.

a. Who do you identify with?
b. Why?

2 In groups, discuss about healthy and unhealthy habits. Copy the table in your notebook and write three ideas under each column.

HEALTHY HABITS	UNHEALTHY HABITS

3 Compare your ideas with other groups.

BEFORE YOU START

1 Go around the classroom and do this survey. Use the words in the box below. Then, report your findings to the class.

always **sometimes** **never**

HABITS	Me	Student 1	Student 2	Student 3
a. How often do you eat junk food?				
b. How often do you eat healthy food?				
c. How often do you do physical exercise?				
d. How often do you sleep 8 hours a day?				
e. How often do you watch TV?				

2 Look at the pictures. Circle the unhealthy food in red (DANGER!).

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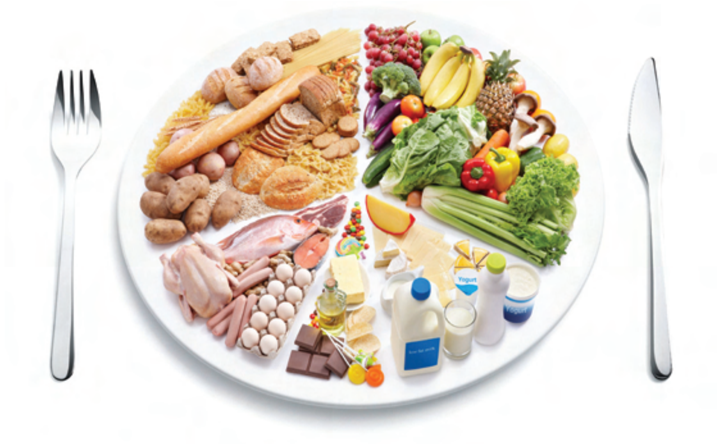
3 Read the dialog about a new symbol for healthy eating. Do you think it is better than the food pyramid? Why? Why not?



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Michael: You know, yesterday I read an article in the news that the agency in charge of nutrition, switched to a new symbol for healthy eating.

Lori: Really?

Michael: It's called MyPlate. It's a colorful plate.

Lori: What was wrong with the traditional food pyramid?

Michael: It seems that the pyramid wasn't easy enough for parents and kids to follow. The plate is simple and useful. The divided plate also aims to discourage super-big portion and cause weight gain.

Lori: How does it do that?

Michael: Fruits and vegetables and grains take up more than half the plate. The vegetable portion is bigger than the fruit section. The big message is that eating more fruits and vegetables will help you eat fewer calories overall and keep a healthy weight.

4 Match the questions to the answers of this dialog. Practice and role-play it with your partner. Then, change the words in **bold** with your own ideas and role-play it. Take turns.

QUESTIONS	ANSWERS
Do you like doing exercise?	I **play football** with my friends.
What do you usually do?	Yes, I love it!
How often do you do that?	**At the local sports-center.**
Where do you practice it?	**Twice a week.**

Reading

HOW FIT ARE YOU?

Lesson 1

BEFORE READING

Target strategy
Analyzing text features and organization

Before reading, note the structure or organization of the text and create a mental overview of it .
Predict what the text will be about by using your previous knowledge.

1. Read the list and check (✓) the suggestions that you think are the most important to be fit.

a. ____ Do sports regularly.
b. ____ Drink alcohol.
c. ____ Drink lots of milk.
d. ____ Eat fast food.
e. ____ Eat three balanced healthy meals a day (milk, vegetables, fruits, meat).
f. ____ Follow a routine of regular exercise (twenty minutes a day, forty-five minutes three times a week, etc.).
g. ____ Sleep at least 8 hours a day.
h. ____ Smoke.
i. ____ Spend hours in front of the TV or the computer.
j. ____ Use drugs.

2. Read the suggestions one more time and reflect about your own habits. How fit are you? Answer Yes or No.

a. ________ Do you eat a balanced diet?
b. ________ Do you get enough exercise?
c. ________ Do you get enough sleep?

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3. WB 9 Have a quick look at the text on Page **43** and circle all the familiar words in it. Think of possible categories to classify these words.

Example: *activities*, *food*, *numbers*, etc.

4. Have a look at the text again and guess what it is about. Choose your preferred option to complete the sentence. Explain why.

The text is ________

a. A piece of scientific research.
b. An interview.
c. A questionnaire.

READING

Fitness means 'being in good physical condition, healthy, and strong' and is usually associated with exercise, but that is not the whole picture. In order to keep fit, you have to eat well, sleep well, and also feel good about yourself.

Answer these questions about a typical week and find out how fit you are.

1. How often do you eat fresh fruit and vegetables?
   a. ☐ Every day. b. ☐ Twice a week. c. ☐ Once a week. d. ☐ Never.

2. How often do you eat candies, chocolate, cake or French fries?
   a. ☐ Every day. b. ☐ Twice a week . c. ☐ Once a week. d. ☐ Never.

3. How often do you play sports or go swimming?
   a. ☐ Three times a week. b. ☐ Twice a week. c. ☐ Once a week. d. ☐ Never.

4. How many kilometers do you walk a week?
   a. ☐ More than 15. b. ☐ 10 to 15. c. ☐ 5 to 10. d. ☐ Less than 5.

5. How many hours of TV do you watch a day?
   a. ☐ Less than 5. b. ☐ 5 to 10. c. ☐ 10 to 15. d. ☐ More than 15.

6. How many hours of sleep do you have?
   a. ☐ More than 8. b. ☐ 7 to 8. c. ☐ 5 to 7. d. ☐ Less than 5.

Now find out your fitness score!

Fitness score

1. a = 5 b = 2 c = 1 d = 0
2. a = 0 b = 1 c = 3 d = 5
3. a = 5 b = 4 c = 1 d = 0
4. a = 5 b = 4 c = 2 d = 0
5. a = 5 b = 3 c = 1 d = 0
6. a = 5 b = 2 c = 1 d = 0

25 – 30 points
Excellent! You are very fit. You eat a balanced diet, you get lots of exercise and you get the right amount of sleep.

15 – 25 points
Good! You are quite fit and healthy. But watch what you eat, get a little more exercise and don't stay up too late – then you'll be really fit.

8 – 15 points
Not great! You should get more exercise and you should go to bed earlier! Try to eat a more balanced diet. You'll feel and look much better!

0 – 8 points
Oh, dear! But don't worry – it's not difficult to get fit. Eat lots of fruit and vegetables and don't eat too many sweet things. Get lots of exercise and then you'll want to sleep more!

Target strategy
Making connections

Make connections while you are reading. Good readers connect their personal experiences with what they are reading.

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5. 19 Read and listen to the text. Check your answer in Exercise **4**.

6. Read the text, answer the questions and take notes of your score.

7. RB 4 Read the poem *A Healthy Lifestyle* (Reading Booklet, Pgs. **4** y **5**). What does it have in common with the text of the lesson?

8. With your partner, discuss your scores and reflect on your physical condition. What aspects do you need to improve?

LANGUAGE FOCUS

WB 10

HOW OFTEN…?

1. Read these questions from the text and their answers.

a. **How often** do you eat fresh fruit and vegetables?

- **i.** Every day.
- **ii.** Twice a week.
- **iii.** Once a week.
- **iv.** Never.

b. **How often** do you play sports or go swimming?

- **i.** Three times a week or more.
- **ii.** Twice a week.
- **iii.** Once a week.
- **iv.** Never.

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2. Answer these questions.

a. What do the questions and the answers express?

- **i.** The place the activities are performed.
- **ii.** The sequence the activities are performed.
- **iii.** The frequency the activities are performed.

3. Complete this rule.

When we want to ask about the ____________ an activity is performed, we use the question ____________?
When we want to express the ____________ an activity is performed, we use expressions of frequency, such as ________________, ________________, ________________.

9. Use the quiz on Page **43** to interview your partner and find out if he / she has a healthy lifestyle. Check (✔) his / her answers using a different color.

10. Complete this paragraph about your partner's lifestyle using his/her answers to the quiz. Share this information with other groups saying the paragraph aloud.

I think ____________ has / doesn't have a healthy lifestyle because he / she ____________, ____________ and ____________. To improve his / her lifestyle he / she should ____________ and ____________.

Vocabulary

Match the words and their meanings. Then identify the type of words and write N (noun), V (verb) or A (adjective).

cake	healthy , especially because you exercise regularly
French fries	to move forward by putting one foot in front of the other and then repeating the action
fit	to move forward by putting one foot in front of the other and then repeating the action
candies	small pieces of sweet food made from sugar, chocolate
walk	a sweet food made from flour, butter, sugar, and eggs mixed together and baked

11. 20 First listen and pay attention to the initial sounds. Then Listen again and repeat these words.

chips **cheap** **chocolate** **chop** **ship** **sheep** **shock** **shot**

Useful expressions

- Useful expressions
- How often...?
- Well...
- What about...?
- Why don't...?

12. 21 Complete the following dialog with the expressions in the box.

a. Listen and check.
b. Listen and repeat.
c. Add one more interchange to the dialog and present it to your class.

What about you? **but I love** **How often**
come with me **let's**

A: ________ do you do physical exercise?

B: Well, two or three days a week. ____________?

A: I never do exercise, ________ watching sports on T.V.

B: Why don't you ________ instead?

A: OK. ________ go!

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13. Complete this piece of news using the phrases in the box.

amount of fat **animal fat** **fruits and** **vegetables**
physical condition **physical exercise** **plenty of exercise**
refined carbohydrates **sedentary** **lifestyle** **unhealthy foods**

Eat well and keep fit

Healthy lifestyle

Research shows that there are three main causes for being in bad ________.

The first is overeating, which means eating more food than our bodies need. The second is what scientists call a ________, which means spending too much time sitting in front of a television or computer, and not enough time doing ________. The third cause is eating ________, especially foods that increase the ________ in our bodies.

The unhealthiest foods are those with high levels of ________ and those with high levels of ________, like white bread, sugar, sweets, cakes, snack foods and soft drinks.

The healthiest foods are fresh ________, whole grains, beans, nuts, fish and other seafood. If we usually eat these healthy foods, and also get ________, we should enjoy long and healthy lives.

Listening

WHO'S IN CONTROL?

Lesson 2

Target strategy
Questioning

Before listening, ask questions about the recording. Asking questions before you listen will help you listen carefully to find details.

BEFORE LISTENING

1. Answer these questions in your group.

a. What do you think of computer games?
b. Do you play any of them?
c. How many hours a week do you play them?

2. With your partner, match the words and expressions in box **A** with their corresponding definitions in box **B**.

A

at least get rid of instead of spend
take the place of too much

B

more than neccesary in place of eliminate
pass time no less than to replace

In your opinion, which of the following statements are true?

___ *a.* The use of the Internet can be an addiction.
___ *b.* The Internet is taking the place of sports or games.
___ *c.* Computer games can make children violent and aggressive.
___ *d.* Teens spend more time in cyberspace than in the real world.
___ *e.* Computer games are too much fun.

3. Answer Kelly's question.

4. With your partner, discuss your ideas about Kelly's questions. Make sure you use the expressions in Exercise **2**.

5. You are going to listen to a radio program about teenagers and the use of the Internet. Based on what you know about these programs, can you predict who is going to speak?

a. A worried mother
b. A teenager
c. A doctor

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LISTENING

6. 22 Listen to the recording and check your prediction in Exercise **5**.

7. 22 Listen to the recording again.

a. Check if you hear the ideas in Exercise **3**.
b. Which of them are true, according to the radio program?

8. 22 Listen to the interview once more. In the recording, the speaker is:

a. ___ Narrating a story.
b. ___ Giving instructions.
c. ___ Describing a situation.
d. ___ Giving advice.

Target strategy
Making connections

While you listen to the recording, continue making connections with your own experiences.

LANGUAGE FOCUS

OBJECT AND POSSESSIVE PRONOUNS

1. Read these sentences from the text and other examples. Pay special attention to the words in **bold**.

a. The Net is taking the place of sports or games for some of **them**.
b. Nobody takes **them** seriously.
c. All the essays were good but **hers** was the best.
d. Your photos are good. **Mine** are terrible.

2. Choose a phrase from the box to replace the words in bold in Point **1**.

Linda's essay **My photos** **The teenagers** **Video games**

3. Answer these questions.

a. Which sentences in Point **1** answer the question: To whom…? / For whom…?
b. Which sentences in Point **1** answer the question: Whose…?

4. Complete this rule.

A ____________________ replaces a noun.

An indirect-object ____________________ tells 'to whom' or 'for whom' something is done.

A ____________________ pronoun tells who owns, or possesses, the noun it is replacing.

Vocabulary

The words in the list are mentioned in the recording. Look up their meanings and then write a sentence using each of them in your notebook.

spend
worried
cyberspace
get rid of

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9. WB 11 Read the rule in the Language Focus again. Which of the new pronouns you have learned can replace the underlined parts? Work in your notebook.

a. My mother is buying flowers for my grandma.
b. Tom can't understand the homework.
c. You can't have any chocolate. It's Miley's chocolate.
d. Kathy can't come to the cinema with you and me.
e. Kevin's telephone is out of order, but my telephone is working.
f. This letter is for Sam.
g. The teacher is talking to the students.
h. My pencil is broken. Can I borrow your pencil?

10. 23 First only listen. Then listen and repeat.

a. These sentences:
They study thirty to forty hours.
I am fifteen.
I play twenty-five hours a week.

b. These numbers.

13 - 30 **14 - 40** **15 - 50** **16 - 60** **17 - 70** **18 - 80** **19 - 90**

11. 24 Complete the dialog with the expressions in the box.

a. Listen and check.

b. Listen and repeat.

c. Role-play the dialog with your partner.

addict **real world** **spend** **too much** **what's**

A: ________ David's problem, do you think?

B: He spends ________ time on the Internet.

A: Do you think he is a computer ________?

B: I think he needs to ________ more time in the ______________.

Useful expressions

- Do you think...?
- What's...?
- Errr...
- Well...
- I think...
- Do you need...?

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12. In your notebook, write the dialog you created in Exercise **11**.

13. Which of the words in the box have similar meanings and which ones have opposite meaning? Check with your dictionary. Try using these words to describe your best friend briefly.

anti-social **decent** **friendly** **generous** **hardworking**
honest **kind** **lazy** **mean** **nasty** **naughty** **nice**
obedient **obstinate** **sociable** **social** **stubborn** **unkind**

14. FL Which of the words in Exercise **13** would you use to describe these people?

a. Molly likes to share everything she has with other people.
She is ______________.

b. Ned never gets angry. He's always calm and relaxed.
He is ______________.

TRAVEL BACK

READING

1 Read the text in Lesson **1** (Pg. **43**) again and complete the following chart. **4 pts**

Healthy	Unhealthy

2 Are these people really fit **(RF)**, quite fit **(QF)**, or not fit **(NF)**? **3 pts**

a. Polly always eats a balanced diet, she never does exercise, and usually stays up too late at night. ____

b. Ben always eats a balanced diet, always does lots of exercise, and sleeps eight hours every night. ____

c. Chris always eats a lot of fast food, never does exercise, and watches T.V until late every night. ____

LISTENING

3 22 Listen to the recording in Lesson **2** (Pg. **46**) again and complete the sentences with the words in the box. **3 pts**

computer games **Internet** **violent**

a. The use of the ____________ can be an addiction.

b. Playing ____________ stops me from exercising and playing basketball.

c. Many of the games are very ____________.

4 22 Listen again and circle the correct alternative. **3 pts**

a. I began to be an addict when I was *ten / twelve*.

b. I play for *twenty-five / thirty-five* hours a week.

c. I have *no / lots of* friends.

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LANGUAGE

5 Answer this question. **1 pt**

How often do you go out with friends? ____________.

6 Complete these sentences with the correct corresponding pronoun. **2 pts**

a. I can't do the exercise. Can you explain it to ____________, please?

b. Julie has eaten her snack already, but I'm saving ____________ until later.

0 - 4	5 - 8	9 - 12	13 - 16	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	16 pts

A SCHOOLBOY'S JOURNAL

Do you think being a student is something hard? Are you a good student? What can you do to be a better learner?

BEFORE READING

1. In pairs, discuss Kelly's questions.

2. In your notebook, write a list of your suggestions to become a better learner.

MY SUGGESTIONS

3. Compare your list within your group. Exchange opinions and ideas.

4. Look up the meaning of these words in the dictionary. Write the new vocabulary in your notebook.

yet **stubborn** **busy**
blind **vast** **courage**

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5. These sentences are examples of the words and expressions you have looked up. Read each of them and complete with the word / expression you think is missing.

a. I don't want my classmates to see my drawing __________. I'm not ready!

b. You look sick! Don't be __________. Please see a doctor!

c. Millions of parents are now too __________ to help their children with their homewok.

d. __________ people can read with the help of the Braille System.

e. The reasons however, are too __________ to list on this page.

f. __________: the most important of all the virtues.

Target strategy: Predicting

Before reading, predict what the text will be about by making connections with your own experiences.

6. You are going to read an extract from *Cuore, an Italian Schoolboy's Journal*. What type of content do you think a schoolboy can include in a journal?

READING

The School

Target strategy: Visualizing

While you read, visualize what is happening in the story. Monitor your previous ideas.

Friday, 28th.

Dear Enrico,

Yes, study comes hard to you, my dear Enrico, as your mother says: I do not yet see you determined to be successful at school. You are still stubborn. But reflect a little! Your days will be hard if you do not go to school! At the end of a week you will feel desperate.

Everybody, everybody studies now, my child. Think of the workmen who go to school after work; the women, the people who go to school on Sunday, the soldiers! The boys who are blind and the prisoners, who also learn to read and write.

Think of all the boys who are going to school in all countries. Contemplate them with your imagination, going on horseback, over the snow. Imagine this vast universe of which you form a part, and think: if this movement stops, humanity will go back into barbarism; this movement is the progress, the hope, the glory of the world.

Courage, then, little soldier of the immense army. Your books are your arms, your class is your squadron, the field of battle is the whole earth, and the victory is human civilization.

Be not a cowardly soldier, my Enrico.

Your Father.

Adapted from: De Amicis, E. (2009). *Cuore* (Heart) An Italian Schoolboy's Journal.
Retrieved April 16, 2013 from http://www.gutenberg.org/files/28961/28961-h/28961-h.htm

7. 25 Read and listen to the text quickly. Check your ideas in Exercise **4**.

8. Are these statements true (**T**) or false (**F**)? Correct the false statements.

a. ____ Enrico is determined to be a successful student.
b. ____ Enrico's father thinks that education is not very important for people who work hard.
c. ____ In Enrico's times, blind people and prisoners did not receive education.

Vocabulary
Write the synonyms of these words in your notebook.
stubborn
horseback
vast
cowardly

9. Read the extract again and reflect on the following questions.

a. What type of text is this?
b. What parts of the text support your answer? Underline them in the passage.
c. What is the intention of the writer of this passage?
d. What do you think is Enrico's reaction to his father's message?
e. What feelings does this passage transmit?
f. What is Enrico's problem?

10. Share your answers in Exercise **9** with your partner. Are your ideas similar or different?

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LANGUAGE FOCUS WB 12

FUTURE CONSEQUENCES

1. Read these sentences from the text that express future consequences.

Your days will be hard if you do not go to school!
If this movement stops, humanity will go back into barbarism.

2. Read the sentences carefully one more time and answer.

a. How do verbs express the idea of future consequences?
  i. Using a verb ending.
  ii. Using an auxiliary.
  iii. Nothing changes in the verbs.

3. Analyze the sentences and your answers in Exercise **2**. Complete the rule.

We express future consequences using the word ________ before the main ________.
The word ________ is a future ________. Very often, the cause originating the consequence is expressed by the word *if* plus a sentence in the Present Simple.
Example: *If this movement stops, humanity will go back to barbarism.*

11. WB 13 Use the pictures and what you have learned in the Language Focus to connect the sentences (**a** - **b**) with the ideas in the box.

pass the exam **take an umbrella**

a. If it starts to rain,
I ____________.

b. If we study hard,
we ____________.

12. Go back to your suggestions in Page **50**. Use these ideas to complete Enrico's reply using full sentences in the future.

Dear father,
I promise...

13. 26 Listen and check if your ideas are similar to Enrico's promises.

14. Use your notes in Exercise **12** and make your own promises to be a better student. Share them with your partner.

15. Go back to the extract in Page **51** and:

a. Complete the following passage from the text.

"Courage, then, little ___________ of the immense ______________.
Your books are your ___________, your class is your squadron, the field of battle is ______________, and the ___________ is human civilization. Be not a cowardly soldier, my Enrico."

b. What do these words have in common? Are they connected to the topic of education?

c. Why do you think the author chose these words to express his ideas?

d. What is the message in this text? Discuss it with your class.

16. Have a look at this extract from the play *As You Like It* by William Shakespeare. Underline the metaphoric language you identify in it.

> All the world's a stage,
> And all the men and women merely players;
> They have their exits and their entrances.

17. FL In pairs, discuss what message Shakespeare wanted to communicate in these lines.

Did you know that …
A *metaphor* is a figure of speech that describes something by making a comparison or association with part of the meaning of another unrelated object. One of the most famous examples of a metaphor in English literature is the *All the world's a stage* monologue from the play *As You Like It* by William Shakespeare?

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Target strategy: Making connections

Before listening, make connections between the topic and your own experience. Think about how it relates to your own life.

Vocabulary	
drug	an illegal substance that people take to make them feel happy
nervous	worried and anxious
offer	to ask someone if they would like something
turn around	to change an unsuccessful business, plan, or system so that it becomes successful

BEFORE LISTENING

1. Discuss these statements in your group and decide whether they are true (**T**) or false (**F**).

a. _____ If I tell an adult that my friend is taking drugs, I'm a bad friend.
b. _____ Boys are more likely to get into trouble than girls.
c. _____ There's nothing I can do if my friends offer me drugs.

2. What should you do if you have a problem? Choose an alternative.

a. Talk to your parents.
b. Call a TV or radio program.
c. Talk to a friend.
d. Nothing at all.

3. You are going to listen to a radio program that talks about a teenagers' problem. Look at the words in the Vocabulary box, what problem do you think will be discussed in the program?

a. Alcoholism
b. Anorexia
c. Drug addiction
d. Depression

4. Look up the words in **A** (**a** - **e**) in your dictionary. Complete the sentences in **B** (**i** - **v**) with the words and match the words and the sentences.

A	B
a. stay away	**i.** Let's _____ of our old toys.
b. avoid	**ii.** Diets can sometimes represent a _____ for our health.
c. get rid of	**iii.** Adolescence is a _____ difficult period in life.
d. sort of	**iv.** Schools need to _____ bullying.
e. risk	**v.** _____ from drugs and alcohol. They're not good.

LISTENING

5. 27 Listen to the recording and check your guess in Exercise **3**.

6. 27 Listen to the recording again and circle the type of text. Explain your answers.

a. An advertisement
b. An advice program
c. A news report

7. 27 Listen to the recording again and match the phrases.

a. Say
b. Choose
c. Change

i. The subject.
ii. No, thanks.
iii. Your friends.

8. 27 Listen to the recording once more and number the sentences in the order you hear them.

a. ☐ Someone offers me drugs.

b. ☐ You can keep your principles.

c. ☐ I don't like drugs.

d. ☐ Stay away from drugs.

Target strategy: Focusing attention

Listen carefully to the speaker(s), focusing on the parts that are relevant to the purpose. Concentrate on the first words of each sentence so that you identify them in the recording.

LANGUAGE FOCUS

WB 14

POSSIBILITY – OBLIGATION – PROHIBITION

1. Read the sentences from the recording and other examples.

a. You **must** avoid risk situations.
b. You **can't** try drugs.
c. You **can** change the conversation.
d. You **could** say "no, thanks".

2. Which of the words in **bold** expresses

a. An obligation? ________________
b. A prohibition? ________________
c. A possibility? ____________, ____________

3. Complete this general rule.

a. Use ____________ to express a strong obligation.
b. Use ____________ to express a prohibition.
c. Use ____________ or ____________ to indicate a possibility.

4. Complete these recommendations with your own ideas. Use the verbs in Point 1.

a. If you want to stay healthy, ________________.
b. If someone offers you drugs, ________________.
c. If a friend is trying drugs, ________________.
d. If you get nervous, ________________.

9. In your notebook, write a summary of the main ideas of the radio program using the words in the Language Focus. Read your summary aloud to your classmates.

10. 28 Pay special attention to the pronunciation of every word.

choose **choice** **change** **should**

If Stu chews shoes, should Stu
choose the shoes he chews

11. 29 Complete the dialog between Kelly and her friend with your own ideas. Then listen and compare.

What can you do if a friend offers you drugs?
I think ______.
Well, you could ______ or ______, but you can't ______. What do you think?

12. Practice the dialog in Exercise **11** with your partner. Take turns to be Kelly and Ann.

13. Expand the dialog including more questions about the other points mentioned in the recording or your own ideas.

You: What can you do if ____________________?
Your partner: You ____________________ or ____________________.
You: I think that ____________________. Do you agree?
Your partner: ____________________.
You: Well, if ____________________ we ____________________.
Your partner: We can also ____________________.

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14. Role-play the dialog in front of your classmates.

15. FL Follow the instructions and work in pairs.

a. Revise the content of the lesson.
b. Write a slogan including three pieces of advice.
c. Make sure you use the words in the Language Focus.
d. Share your work with your classmates.
e. Choose the best slogan and display it in a visible place of the classroom.

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TRAVEL BACK

READING

1 Read the text in Lesson **3** (Pg. **51**) again. Check (✔) the ideas that are present in this text. **4 pts**

a. ______ Enrico isn't a good student because he works hard during the week.
b. ______ Enrico's father wants him to concentrate on work, not on education.
c. ______ Students are soldiers who fight a very important battle.
d. ______ Education is the way to human civilization.

LISTENING

2 Match the verbs in box **A** with a noun in box **B** and write three sentences that illustrate each pair of words. **3 pts**

A feel make waste

B anxious time a timetable

3 27 Listen to the recording in Lesson **4** (Pg. **54**) again and circle the words you hear. **5 pts**

begin change decrease have increase keep
speak stay turn want watch work

4 27 Listen again. How many people called the program? **1 pt**

a. Two girls.
b. Three boys.
c. A girl and a boy.

LANGUAGE

5 Rewrite these sentences using *must*, *can / could* or *can't*. **2 pts**

a. It is possible for you to get a good mark.
You...

b. It's an obligation to stop the car at the red light.
You...

6 Write two sentences expressing future intentions in your notebook. **2 pts**

0 - 4	5 - 9	10 - 13	14 - 17	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	17 pts

Writing

MY PERSONAL ONLINE JOURNAL

Lesson 5

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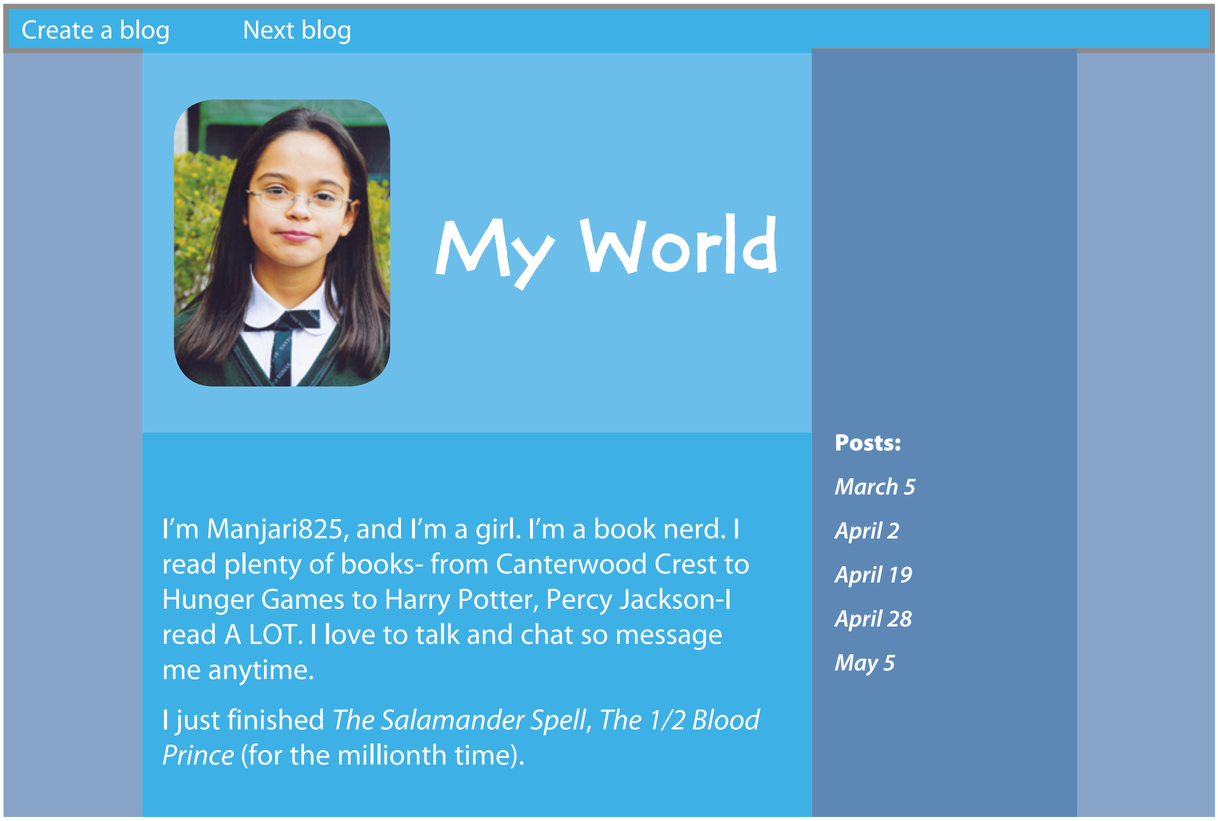
HAVE A LOOK AT... a blog post

1. *Blogs* are personal journals people can have online. You can write about personal experiences or any other topics of interest. Have a look at the following blog entry.



My World

I'm Manjari825, and I'm a girl. I'm a book nerd. I read plenty of books- from Canterwood Crest to Hunger Games to Harry Potter, Percy Jackson-I read A LOT. I love to talk and chat so message me anytime.

I just finished *The Salamander Spell, The 1/2 Blood Prince* (for the millionth time).

Posts:

March 5
April 2
April 19
April 28
May 5

Body of the post **Date of post** **Topic** **Writer** **Writer information**

The writing process involves a series of steps to follow in producing a finished piece of writing. Every writer must follow these steps.

ORGANIZING

The key to a great writing piece is in the planning. Before you sit down to write something, you need to have in mind what you are going to write about.

2. You are going to write a post in a class blog that your teacher will create. Before you start, choose a topic from the list.

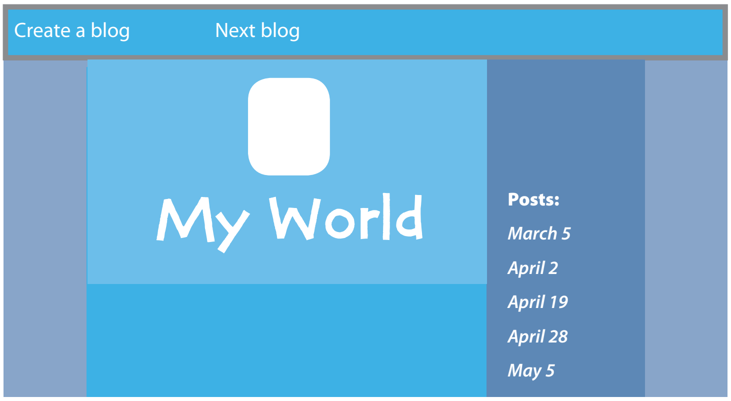
a. What can you do to improve your physical condition?
b. What can you do against bullying?
c. What can you do to become a better student?

3. Write a list of three actions you can take related to the topic you chose.

DRAFTING

Create the first version of your writing by turning your ideas into sentences. Don't worry too much about making mistakes, just get your ideas down on paper.

4. Use the information in Exercise **3** to write a post in your blog. Fill in the missing information following the model in Exercise **1**.



EDITING

5. Use the Writing checklist to correct your work and write a final version.

PUBLISHING

In this last step, you will share your final writing with your audience.

6. WB 15 Publish the final version of your post in the class blog that your teacher created.

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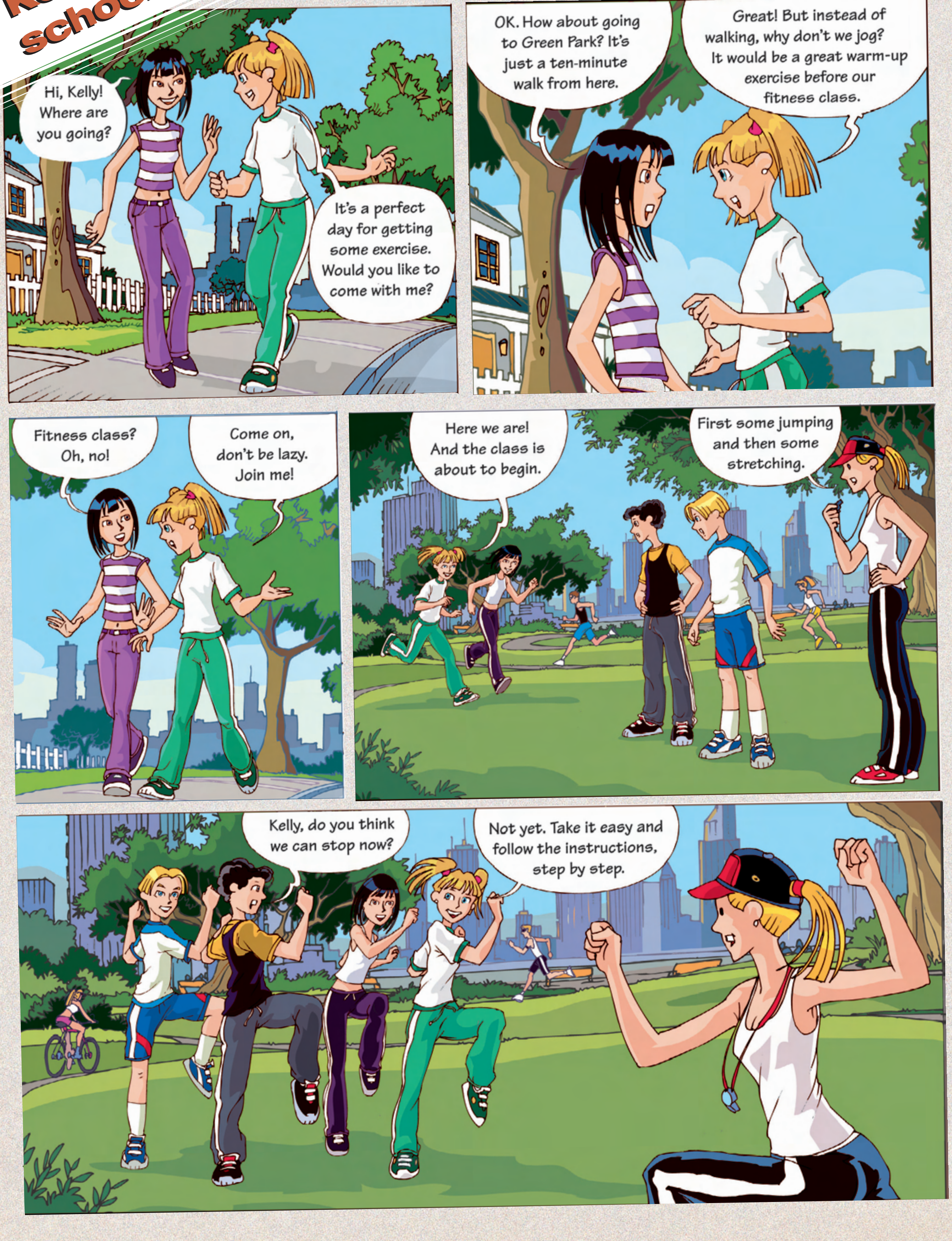
Writing checklist

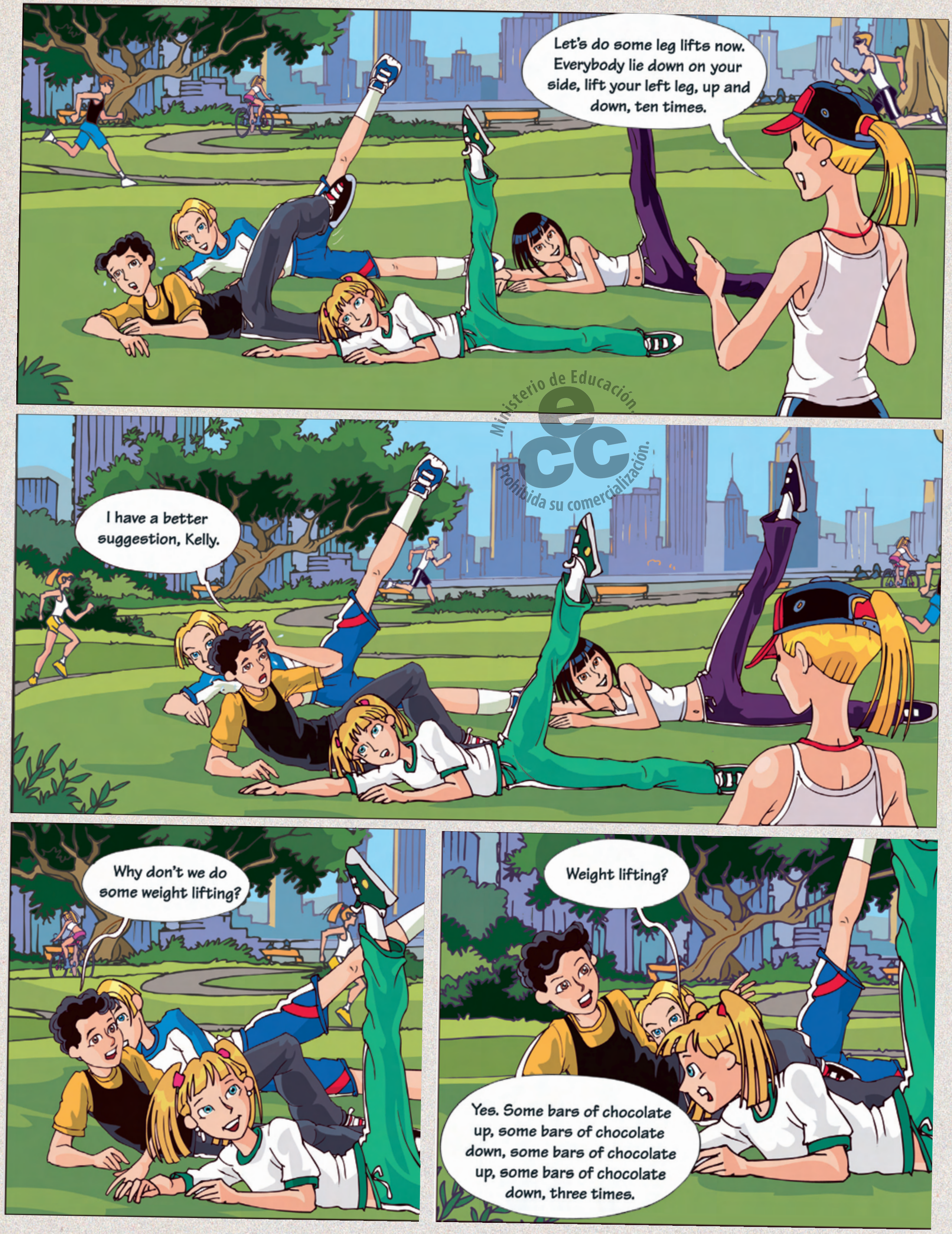
A class blog post

- ✔ Check your work includes the language and vocabulary learned in the Lesson that you will need to write about your topic. (*how often*, future consequences, *can't*, *could*, *must*, etc.)
- ✔ Check for spelling mistakes.
- ✔ Provide all the necessary personal information (nickname, date of post, etc.)

Kelly Hardrock, school reporter

EPISODE 2: FITNESS CLASS


Hi, Kelly! Where are you going?
It's a perfect day for getting some exercise. Would you like to come with me?
OK. How about going to Green Park? It's just a ten-minute walk from here.
Great! But instead of walking, why don't we jog? It would be a great warm-up exercise before our fitness class.
Fitness class? Oh, no!
Come on, don't be lazy. Join me!
Here we are! And the class is about to begin.
First some jumping and then some stretching.
Kelly, do you think we can stop now?
Not yet. Take it easy and follow the instructions, step by step.


Let's do some leg lifts now. Everybody lie down on your side, lift your left leg, up and down, ten times.
I have a better suggestion, Kelly.
Why don't we do some weight lifting?
Weight lifting?
Yes. Some bars of chocolate up, some bars of chocolate down, some bars of chocolate up, some bars of chocolate down, three times.

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CREATIVE SKILLS

1. In groups of four, re-tell this story changing some events, attitudes or roles of the characters.
2. Write the script of your new story, role-play it and present it to your class.

COMPLEMENTARY ACTIVITIES

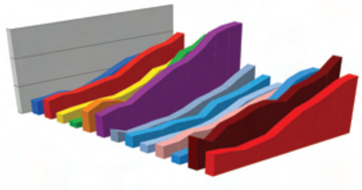
1 How do you spend your free time? How often do you…?

a. Prepare a survey about free-time activities and apply it to some friends.

Use these prompts as clues.

- At home: work / study at the weekend; go away; stay late in bed; watch TV / movies; play video games; chat with friends, etc.
- Sports: play a sport; go to the gym; watch sports on TV
- Culture: go to a concert / visit a museum / read, etc.
- Friends: visit friends; meet other people; visit relatives; go out with your parents, etc.

b. Present the information in graphs, charts, diagrams or any other visual organizer. Draw separate organizers for each category above.



c. Report your results in class.

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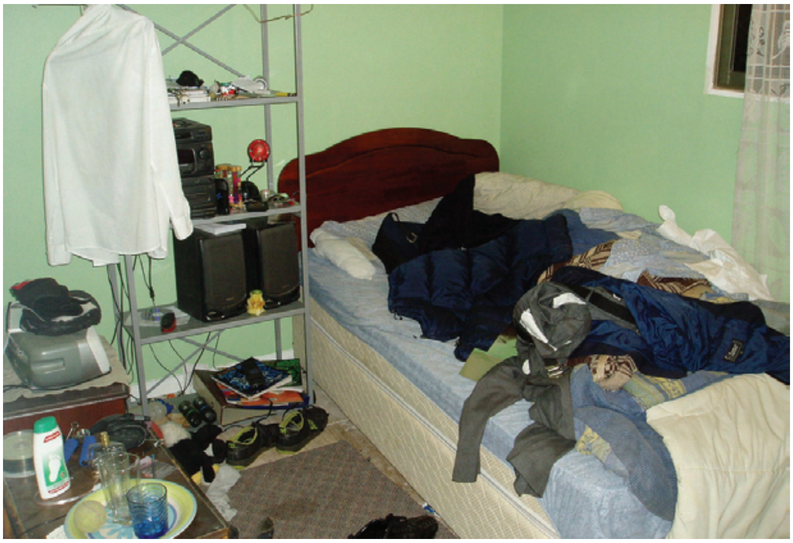
2 Look at the picture of Jim's room and write a list of actions he can take.

Example: *Jim must make his bed. He could….*

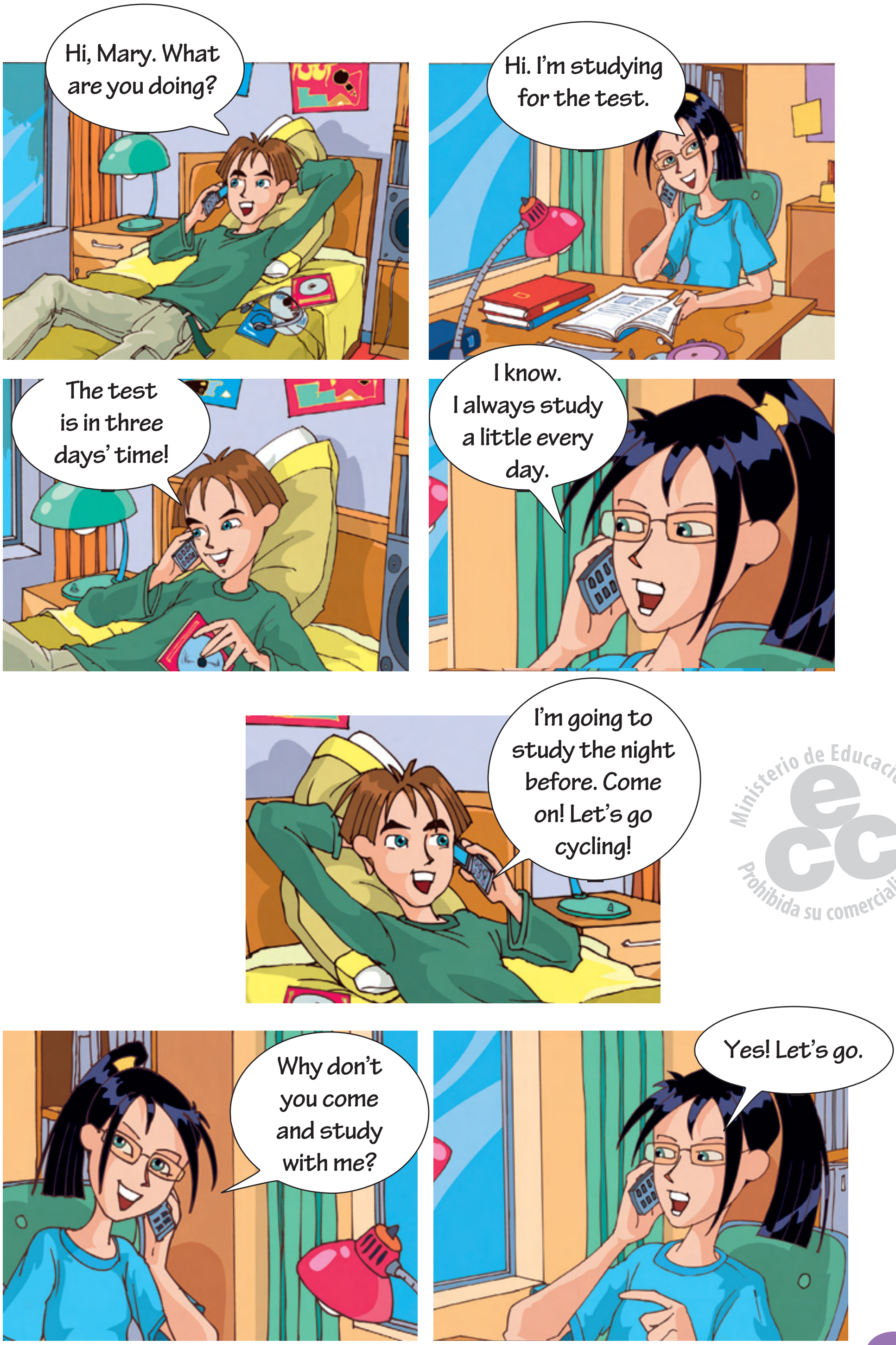


3 Read the story. Answer the questions.

a. Which of the children is doing the correct thing? Discuss with your group.

b. Discuss how you organize you study time with your partner. Don't forget to mention why you think your own organization is the best system for you.

c. Give examples of ways to organize your time to study. Share with the rest of the class.


Hi, Mary. What are you doing?
Hi. I'm studying for the test.
The test is in three days' time!
I know. I always study a little every day.
I'm going to study the night before. Come on! Let's go cycling!
Why don't you come and study with me?
Yes! Let's go.

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PROJECT

A Survey: Are you a Computer Addict?

a. Form a group of three classmates. The objective of this project is to find out if there are computer addicts in your class.
b. Design a questionnaire: Create five questions that can give you the information you need. (you can use the questionnaire on Page **43** as a guide)
c. Apply your questionnaire to five classmates.
d. Express the results in this form: *Four out of five students spend three hours a day in Facebook.*
e. Analyze the results and write a short paragraph with your conclusions.
f. Create graphics that summarize your results and present it to your class.

PROJECT EVALUATION

Reflect on these questions:

- Did the questionnaire you created help you to know your classmates better? If the answer is yes, what answers called your attention?
- Are you satisfied with the project? Why?
- Discuss the strengths and weaknesses of your project with your group.
- Did you face any problem? How did you solve them?
- Discuss possible suggestions for future projects.

TEST YOUR KNOWLEDGE

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HEALTHY EATING HABITS TO ADOPT

- Drink lots of water every day.
- Drink lots of milk (at least 4 1/2 servings a day). Strong bones and healthy teeth are very attractive!
- Find healthy alternatives to between-meal snacks: carrots instead of cookies, popcorn or pretzels instead of chips.
- Don't think that fat-free or diet foods mean that you can eat twice as much.
- Make sure you're eating three balanced, healthy meals a day. Skipping meals can make you feel so hungry that you might overeat at the next one.
- Avoid artificial sweeteners.
- Take a multi-vitamin each day in addition to a healthy diet. Remember, though, vitamins do NOT replace food.
- Even fast food places have healthy options; if available, take a look at a nutrition chart.

HEALTHY
LIFE

Adapted from: *10 Healthy Eating Habits to Adopt*. (n.d). Retrieved June 5, 2012, from http://www.teenhealthfx.com/answers/tips/10+Healthy+Eating+Habits+To+Adopt

1 31 Read and listen to the text. Match the sentences in Box **A** (**a** – **d**) with the sentences in Box **B** (**i** – **iv**). **4 pts**

A

a. You drink lots of milk.
b. You eat diet food.
c. You skip meals.
d. You take vitamins.

B

i. You can't double your portions just because it's diet food.
ii. You can't replace food.
iii. You will eat a lot at the next meal.
iv. Your bones will be strong.

2 Read the text again and write two things the text recommends and two things the text says people should avoid. **4 pts**

LISTENING – COMPUTERS IN MY LIFE

3 32 Listen to the recording and check (✓) the best alternative. **2 pts**

a. The speakers are
- **i.** ____ Asking for advice.
- **ii.** ____ Giving their opinion.
- **iii.** ____ Telling a story.

b. The speakers are
- **i.** ____ Parents.
- **ii.** ____ Teachers.
- **iii.** ____ Teenagers.

4 32 Listen to the recording once more and write who says the following statements, Speaker 1, 2 or 3. **5 pts**

a. ____ The Internet is amazing.
b. ____ I don't use the computer for fun.
c. ____ I use the computer for all kinds of things.
d. ____ I only use it for sending and receiving e-mails.
e. ____ I spend a lot of time watching videos.

LANGUAGE

5 Answer these questions with information that is true for you. **3 pts**

a. How often do you have physical education classes?
b. How often do you use a computer?
c. How often do you go for a walk?

6 Complete these sentences using *can*, *could*, *must*, *can't*. **2 pts**

a. A friend offers you drugs.
You...

b. Someone never eats healthy food.
You...

	Great!	Not too bad	Help!
0 - 5 Keep trying	6 - 10 Review!	11 - 16 Well done!	18 - 20 Excellent!

TOTAL SCORE
20 pts

SELF-EVALUATION

In this unit, which of these aspects were strengths / weaknesses for me? Why?

Reading
- comprehension of general ideas
- comprehension of specific information
- making predictions

Listening
- comprehension of general ideas
- comprehension of specific information
- identification of words
- identification of information sequence

Speaking
- participation in short dialogs
- talking about my friends

Writing
- e-mail format
- connection of ideas
- spelling and punctuation
- language and vocabulary

Language

Which of these lessons were easier for me to understand?

- Lesson **1**: *How often*
- Lesson **2**: Using pronouns (object, possessive)
- Lesson **3**: talking about future consequences.
- Lesson **4**: talking about possibility, obligation and prohibition.

What do you think about your learning in this Unit?

Comment your progress and reflections with your group and with your teacher.

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UNIT 3

INSPIRING PEOPLE

In this unit you will use the following skills:

Listening

Listen and find specific information in an interview and in a TV show related to famous people and past events by:

- identifying speakers,
- identifying purpose of a message,
- extracting specific information,
- using key words to get the general meaning.

Reading

Read and demonstrate comprehension of main and specific information in an article from a magazine and in a biography related to famous people.

- identifying type and purpose of the text,
- using cognates to predict content,
- identifying text organization,
- distinguishing main and secondary ideas,
- discriminating between inferences and statements.

Speaking

Express biographical information and descriptions in short monologues and dialogs about::

- •famous people from the past.

Writing

Write and complete a time line and a short biography:

- narrating biographical events about famous people from the past.
- identifying the text structure of a biography.

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Getting ready

1 Answer the following questions in your group. Use the chart below to organize your ideas in your notebook.

a. Do you recognize the people in the pictures?
b. Who are they?
c. What do you know about them?

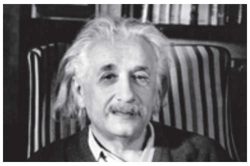
Name	Nationality	Date of birth / death	Profession	Famous for

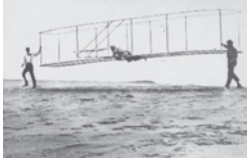
2 In your group, find information about two other people who contributed to the world in different areas. Complete the last files on the chart in Exercise **1**.

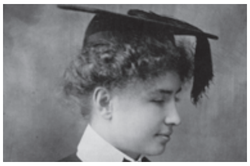
BEFORE YOU START

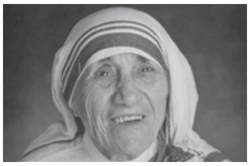
1 Match the names of inspiring people to the pictures. Then, complete the sentences with the corresponding name.

Helen Keller   **Albert Einstein**   **Mother Teresa**   **The Wright Brothers**









a. ______________ won the Nobel Peace Prize in 1979.

b. ______________ built the first successful airplane in 1903.

c. ______________ developed the theory of General Relativity.

d. ______________ was the first deaf blind person to get a Bachelor of Arts degree.

2 Put the lines of the dialog in order. Then, practice and role-play it with a partner. Take turns.

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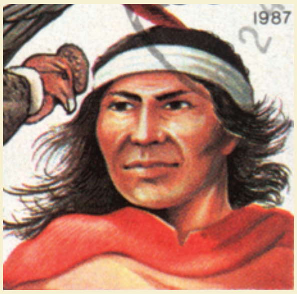
_____ He was the founder of Apple company.
_____ Wow! Where was he from?
_____ He also helped found Pixar Animation Studios.
_____ Who was Steve Jobs?
_____ He was from the USA.
_____ When was he born?
_____ Amazing! He was an incredible visionary!
_____ He was born on February 24, 1955.
_____ What else did he do?

3 Read the text carefully. Identify and underline the information in the text to answer questions **a-e**. Compare your answers within your group.



Lautaro was born in *Araucanía* in southern Chile in 1535 and died on April 29, 1557. The Spaniards took him prisoner when he was fifteen years old and he became worker to Pedro de Valdivia, the conqueror of Chile. *Lautaro* carefully observed the Spaniards´ tactics and noticed their weak points. When the local people rebelled against the Spanish in 1553, he could escape and join the Indians. He became their leader and with their chief, *Caupolicán*, led them in battle. *Lautaro* quickly showed extraordinary military skills. He built defenses of palisades and hidden pits to neutralize Spanish soldiers on horseback. After taking Tucapel fort near *Concepción*, they surprised and destroyed the Spanish force. On Christmas Day 1553, his old master, Valdivia, was captured and executed. Two months later, *Lautaro* defeated Valdivia's successor, Francisco de Villagra, at *Marigüeñu*. The Spaniards evacuated *Concepción* and returned to Santiago. In 1556, *Lautaro* marched toward Santiago up to the river *Mataquito*. There, the Spaniards caught him and his troop off their guard. They died after a desperate resistance.
Lautaro´s heroism became a legend and symbolizes the Chilean people´s love of independence.

Created by: Publishing team.

a. How old was *Lautaro* when he became a Spanish prisoner?

b. When did he escape from them?

c. Who did he join?

d. Where did he defeat Francisco de Villagra?

e. Why did he become a legend?

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4 Talk will your partner about *Lautaro* or about any other people you chose. Use the model in Exercise **2**.

FOLK HEROES

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BEFORE READING

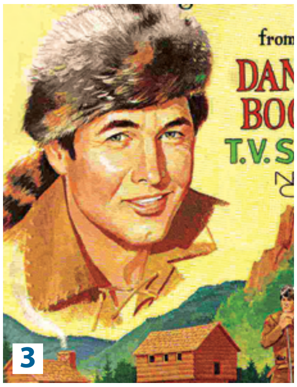
1. In your group, can you define the cognate *legendary*?

2. Look at the pictures. Do you recognize any legendary character?

Why are these characters famous? What do they represent?

1

2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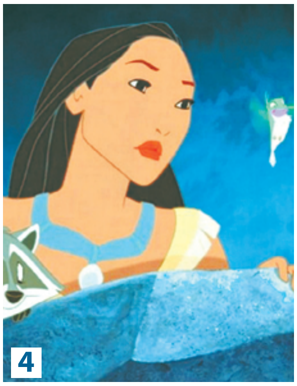
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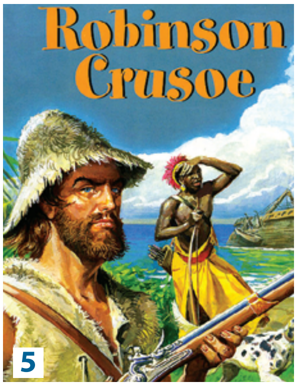
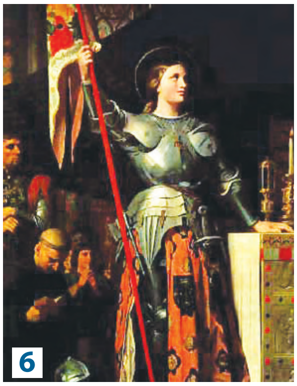

Robinson Crusoe
5


6

3. Where do they come from? Match and compare with your partner.

- **Daniel Boone**
- **El Zorro**
- **Joan of Arc**
- **Robin Hood**
- **Robinson Crusoe**
- **Pocahontas**

- **California, SA**
- **Kentucky, USA**
- **Nottingham, England**
- **Orleans, France**
- **Virginia, USA**
- **York, England**

4. Answer Fernando's questions.

5. Have a quick look at the title of the text and its pictures on Page **71**. Can you predict what the text is about? Make notes.

Target strategy: Analyzing text features

Preview the text by looking at the title, headings and images. Predict what the text will be about.

Target strategy: Making connections

Monitor your comprehension as you read. Create mental images to help you understand a passage in a text.
Make connections to other texts related to the same topic.

FOLK HEROES

I.____________________

He is a legendary English hero. He lived in Sherwood Forest, in Nottingham, with his band. Stories about him and his adventures began to appear in the 14th century, but the facts are uncertain. He was probably born in 1160. He fought against injustice and he used to rob the rich to give to the poor. He was also a brave fighter and was very good with his bow and arrow. His wife was Maid Marian and his main enemy was the Sheriff of Nottingham, who always tried to capture him, but never could.

II.____________________

He is often called 'the most famous pioneer and frontier hero.' He explored the area of Kentucky, USA. He was born in Pennsylvania, USA on November 2, 1734. When he was young, he never went to school or learned how to read or write. He used to spend most of his time hunting. The Indians captured and released him four times, but he built a cabin in Kentucky, and moved his family there. In 1775, he led an expedition that opened a trail through Kentucky. In 1799, he moved west again, into Missouri, and died on September 26, 1820. Today his image is a mixture of fact and legend.

III.____________________

He was born in Madrid in 1793, but then he emigrated to America with his parents, Alejandro Vega and Elena Felicidad. They settled in California and became rich.Then, he returned to Spain to study art and science at Madrid University, but he always considered California his home. When he was back in America, he discovered that the mayor used his position and influence to exploit and rob the poor. He decided to change the situation and adopted a secret identity. He used to wear a black mask and ride a black horse, Tornado. His friend Bernardo pretended to be a deaf mute and spied for him.

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Adapted from: *The Adventures of Daniel Boone*. (n.d). Retrieved June 6th, 2012, from: http://www.earlyamerica.com/lives/boone/
Wass, J. (2003) *The Story of Robin Hood*. Retrieved June 6th, 2012, from: http://homepages.paradise.net.nz/lucyjack/robinhood/story.html
Baugh, M. (2004)*The Legacy of the Fox: A Chronology of Zorro*. Retrieved June 6th, 2012, from: http://www.pjfarmer.com/woldnewton/Zorro.htm

6. 35 Read and listen to the text on Page **71** quickly. Write the name of the character on each line.

Daniel Boone **El Zorro** **Robin Hood**

Vocabulary

Look up the meaning of these words in a dictionary.

- arrow
- band
- bow
- cabin
- trail

7. What is the text about? Circle the correct alternative.

a. Three imaginary characters.
b. Three real characters.

8. In your notebook, complete a table describing each famous character of the text.

a. Use the adjectives you learned on Page **48** to describe their personalities.
b. In groups of four, discuss what you think they represent and take notes of your ideas.
c. Report your conclusions to your class.

9. RB 6 Read the story *Ulysses and the Cyclops* (Reading Booklet, Pgs. **6** y **7**). Answer these questions:

a. The texts *Ulysses and the Cyclops* and *Folk Heroes* talk about the same topic, but they are written in a different way. What differences can you identify?
b. With your partner, take turns to retell the story.

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LANGUAGE FOCUS

WB 16

USED TO

1. Read these sentences from the text.

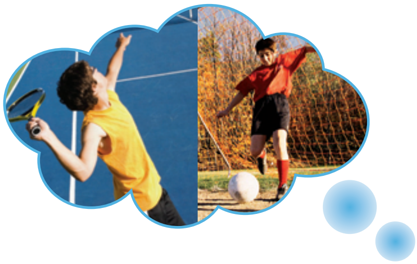
a. Robin Hood was probably born in 1160.
b. Robin Hood **used to rob** the rich to give to the poor.
c. When he was young, Daniel Boone **used to spend** most of his time hunting.
d. Daniel Boone built a cabin in Kentucky.
e. *El Zorro* emigrated to America with his parents.
f. *El Zorro* **used to wear** a black mask and ride a black horse.

2. Answer these questions.

a. Which of the sentences in Point **1** refer to
  i. A particular event in the past?
  ii. A past habit or routine?
b. With what particular verb do we express a past habit or routine?

10. WB 17 Look at the visual clues and complete what these people remember about their past habits. Use *used* to and the verbs in the box.

go play read ride have spend



When I was young, I used to
_______________ football and tennis.
I also _______________ a lot of
sports magazines.

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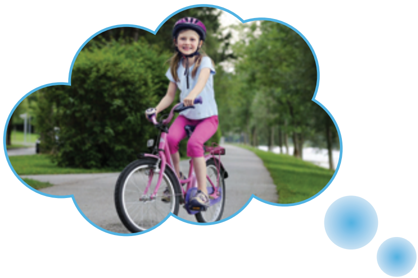
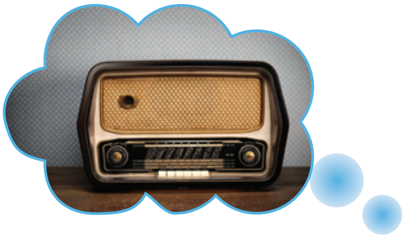
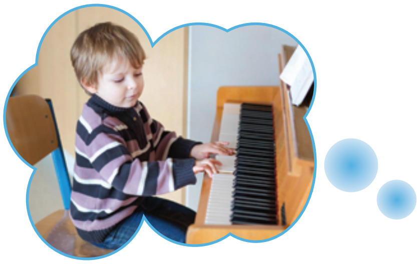


When I was five, I
_______________ to the park every day
and I _______________ my bike.



When
I was a young girl, I
_______________ hours listening to the
radio.



When I was a child, I
_______________ piano lessons three
times a week.

Useful expressions

- Are your...?
- Absolutely!
- To begin with...
- What about...?
- Do you still...?
- I used to..., but...

11. In pairs, use the clues to complete this dialog between two friends.

A: Are your habits different now that you're a teenager?

B: Absolutely! To begin with, I ______________ (like / cartoons), but I ______________ (not like) them anymore.

A: What about your activities?

B: I ______________ (stay / home) on weekends, but now I ______________ (prefer / going out) with my friends.

A: Do you still play football?

B: No, I ______________ (play / football), but now I ______________ (play / basketball).

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12. 36 Listen to the recording and check, paying attention to pronunciation and intonation.Then listen again and repeat the dialog.

13. Copy the dialog in Exercise **11** in your notebook and fill in the blanks with your own information. Practice the new dialog with your partner and role-play it in front of your classmates.

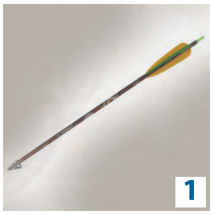
14. 37 First listen. Then listen and repeat these words paying special attention to the pronunciation of the parts in different color.

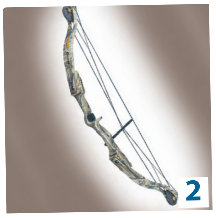
image imagine injustice justice legend legendary

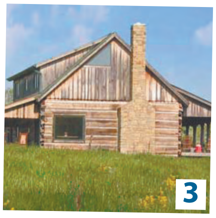
15. Use the information in Exercise **13** to write a paragraph comparing your past and present habits in your notebook. Read the paragraph aloud to your partner.

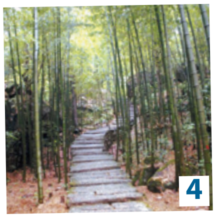
When I was a child, I...

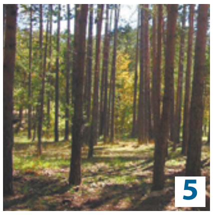
16. Write the words corresponding to these pictures.

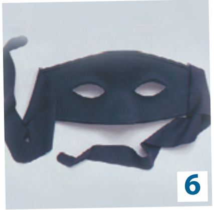


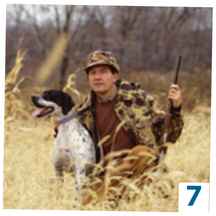


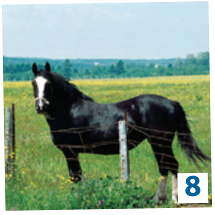












1. A ___ ___ ___ ___
2. B ___ ___
3. C ___ ___ ___ ___
4. T ___ ___ ___ ___
5. F ___ ___ ___ ___ ___
6. M ___ ___ ___
7. H ___ ___ ___ ___ ___
8. T ___ ___ ___ ___ ___ ___

17. What is the word? Read the clues and try this crossword puzzle with your partner. Copy and complete it in your notebook.

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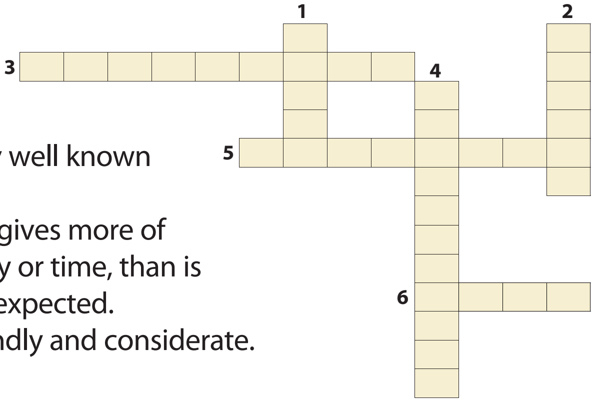
Down

1. A person who is ready to face danger or pain; showing courage.
2. A person who is sincere.
4. A person who is characterized by hard work and perseverance.



Across

3. A person who is very well known and famous.
5. A person who often gives more of something, as money or time, than is strictly necessary or expected.
6. A person who is friendly and considerate.

18. FL Choose your favorite cartoon character and fill in the chart.

Name	Country	Clothing	Famous for

PEOPLE THAT CHANGED PEOPLE

Do you know the difference between an invention and a discovery? Discuss your ideas with your partner.

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BEFORE LISTENING

1. Answer Fernando's question.

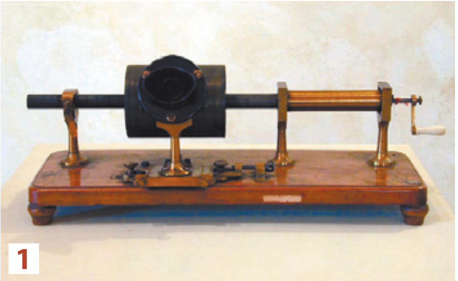
2. Can you write the word next to its definition?

a. ______________________: something new, learned or found in nature.

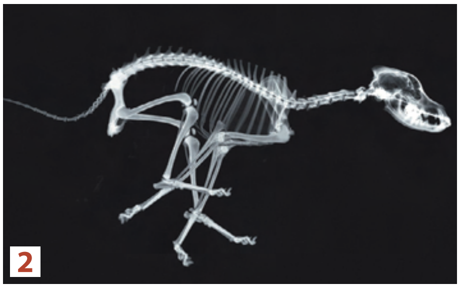
b. ______________________: created thing, a thing that somebody created, especially a device or process.

3. Write the name of the inventor or discoverer under the corresponding picture (**1 – 4**).

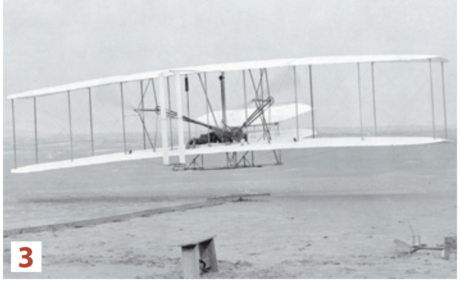
Albert Einstein **The Wright brothers** **Marie Curie** **T.A. Edison**



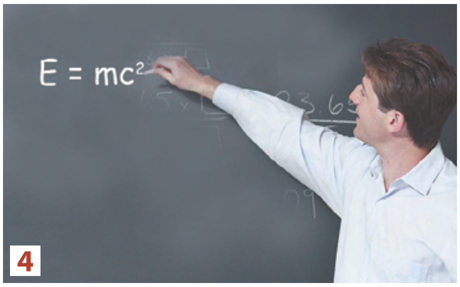
1 ______________________



2 ______________________



3 ______________________



4 ______________________

Target strategy: Questioning

Before listening, write some questions that you think will be answered by the recording. Asking questions before you listen will help you listen carefully to find details.

4. Read the following sentences and write names from Exercise **3**.

a. This person's inventions contributed to mass communication and telecommunications. ______________________

b. This person won a Nobel Prize and made important contributions to science. ______________________

5. Read the words and meanings in the Vocabulary box (on Page **77**). Can you predict the content of the text?

LISTENING

6. 38 Listen to the recording. Check your answers in Exercise **4** and your predictions in Exercise **5**.

7. 38 Listen to the recording again and choose the best answer.

- **a.** What kind of text is it? How do you know? Explain your answer.
  - **i.** A radio quiz.
  - **ii.** A radio interview.
- **b.** What are the people doing?
  - **i.** They are talking about themselves.
  - **ii.** They are representing a role.

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8. 38 Listen to the recording again and underline the correct alternative.

- **a.** I was born in *1867 / 1967*. I graduated when I was 16 and won a *medal / prize*. I did my first scientific work in *1819 / 1890*. I received the Nobel Prize in *Physics / Chemistry*.
- **b.** I invented more than *100 / 1,000* different things like the light bulb, the *telegraph / phonograph*. Ah! I also improved the *telephone / television!*

LANGUAGE FOCUS

LANGUAGE FOCUS Questions in the Past Simple tense

1. Study these questions from the recording.

- **a.** Where **did** you **study**?
- **b.** How **did** you **contribute** to society?

2. Complete this rule.

To ask ____________________ in the ____________________ tense in English,

we use the auxiliary ____________________ and the base

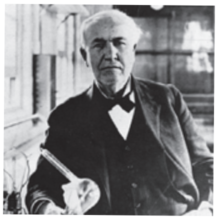
form of the ____________________.

9. Revise what you have learned in the Language Focus and write these questions in your notebook.

- **a.** You / a gold medal / win
- **b.** You / the university / go
- **c.** What / discover / you
- **d.** How many / you / things / invent

Target strategy: Focusing attention

While you listen, focus your attention on the parts that are relevant to your purpose. Identify more information that the speaker(s) tell(s) about an idea and take some notes.



Vocabulary

light bulb	a glass object containing a wire which produces light from electricity
motion picture camera	a piece of equipment used to make films
phonograph	old word for record player
vaccine	a substance that is given to people to stop them from getting a particular disease
mass communication	the act of communicating with a large amount of people
telecommunications	the process or business of sending information or messages by telephone, radio, etc.

10. 39 Listen to the recording and check your answers. Then practice repeating the questions in Exercise **9**.

11. 40 Put the conversation between Kelly and Andy in order. Then listen to the recording and check.

_____ **Kelly:** Did he win any prize?
_____ **Andy:** Yes, I wrote about Albert Einstein.
_____ **Kelly:** What did he do?
_____ **Andy:** No, but he wrote more than 300 scientific papers.
_____ **Kelly:** Did you finish the homework about famous scientists?
_____ **Andy:** Yes, he received the Nobel Prize in Physics in 1921.
_____ **Kelly:** Did he write any book?
_____ **Andy:** He developed the *Theory of Relativity*.

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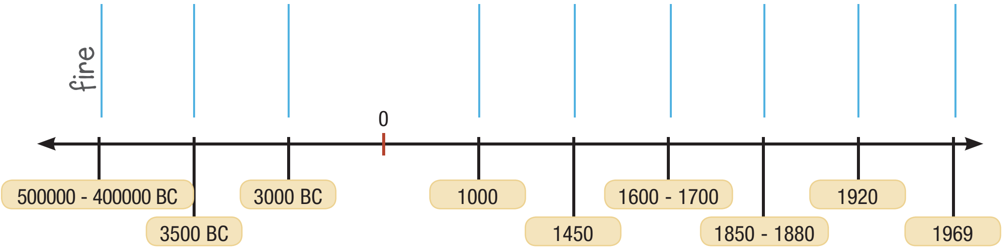
12. With your partner, practice the dialog in Exercise **11** taking turns to be Andy and Kelly.

13. WB 18 Choose a famous scientist or inventor from the past. Write four questions about his / her life and works in your notebook.

14. FL Look at the pictures of famous inventions. Write their names in the correct place of the timeline.



abacus

computer

fireworks

Internet

printing press

telephone

telescope

wheel

TRAVEL BACK

READING

1 Read the text in Lesson **1** (Pg. **71**) again and answer the following questions. **3 pts**

a. Why was Robin Hood so popular among poor people?
b. Why is Daniel Boone called a 'frontier' hero?
c. Why did El Zorro wear a mask?

2 Write the words in the box in the correct column and identify if they are verbs, adjectives, nouns or adverbs. **6 pts**

secret **hunter** **archery** **expedition** **forest** **horse rider**

Robin Hood	Daniel Boone	El Zorro

LISTENING

3 38 Listen to the recording in Lesson **2** (Pg. **77**)again and number the sentences in the order you hear them. **4 pts**

a. ______ I studied mathematics.
b. ______ I changed the way people lived.
c. ______ My mother taught me.
d. ______ I couldn't go to university.

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4 38 Listen to the recording again and write the corresponding name, Marie Curie or T. A. Edison. **3 pts**

a. ____________________ didn't go to school.
b. ____________________ made a discovery by accident.
c. ____________________ invented a lot of things.

LANGUAGE

5 Complete this paragraph with *used* to and the verbs in brackets. **4 pts**

When I was I child, I ____________ (cry) a lot and I ____________ (eat) a lot. I ____________ (go) everywhere with my parents. I ____________ (play) with my friends in the park.

6 Write two questions about Marie Curie and Thomas Jefferson using the Past Simple. **2 pts**

0 - 5	6 - 10	11 - 16	17 - 22	TOTAL SCORE
Keep trying	**Review!**	**Well done!**	**Excellent!**	22 pts

FLORENCE NIGHTINGALE, A WOMAN OUT OF HER TIME

BEFORE READING

Target strategy: Recalling previous knowledge

Recall previous knowledge and think about you already know about the topic of the lesson. Good readers predict what the text will be about by using previous knowledge.

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1. Answer these questions.

a. Do you know the women in the pictures?
b. What do they have in common?

2. Find information about other women who are important in history. In your notebook, make a list of their names and write some notes about their most important contributions.

3. Look at the title of the text on Page **81**. Why do you think the woman was 'out of her time'? What is the text about?

a. A famous musician.
b. A famous doctor.
c. A famous nurse.
d. A famous writer.

4. Read the words in the Vocabulary box and then find them in the text.

5. The following is a list of synonyms of the words in the Vocabulary box. Write the corresponding word next to its synonym in your notebook.

a. officer
b. gravestone
c. distinction
d. weak
e. caretaker

http://www.distinguishedwomen.com/

Vocabulary

award
frail
nurse
sergeant
tombstone

Look up the meaning of words in a dictionary. Then answer questions **a - c**.

a. What'is the most famous award that you know?
b. Where do nurses usually work?
c. What is a tombstone made of?

READING

A WOMAN OUT OF HER TIME

Florence Nightingale was born on May 12th, 1820 in Florence, Italy. Her family was rich and her father taught her at home.
In 1844, she had the idea to work in hospitals. She wanted to be a nurse, so she went to work at *Salisbury Royal Infirmary*. While she worked there, she trained as a nurse and soon became an expert on hygiene.
In 1853, she found her first 'paid' job at an Establishment for Gentlewomen During Illness. She worked there until October, 1854, and then went to the war in the Crimea to help nurse the British soldiers. While she was there, she and her nurses saved many lives. When Florence came home in 1856, people called her a heroine.
She met Queen Victoria and Prince Albert and they gave her an award.
In 1859, Florence wrote a small book called *Notes on Nursing*, with a special section about taking care of babies. The book sold millions of copies all over the world.
In 1860, she opened the Nightingale Training School for Nurses at St Thomas Hospital in London, where Florence almost invented modern nursing as we know it today.
In 1861, Florence became ill. She could not walk anymore and for the next 30 years she continued working hard from her home at 35 South Street, in London.
By 1896, she was so frail that she couldn't leave her bedroom.
On August 13th, 1910, she fell asleep and died quietly.
She was buried in the family grave at East Wellow. Six sergeants of the British Army carried her coffin. Her only memorial is a line on the family tombstone "F. N. Born 1820. Died 1910. She lived for ninety years and three months."

Adapted from: Bostridge, M. (2011). *Florence Nightingale: the Lady with the Lamp*. Retrieved June 7, 2012, from: http://www.bbc.co.uk/history/british/victorians/nightingale_01.shtml

6. 41 Read and listen to the text. Check your prediction in Exercise **3**.

7. Read the text again and complete the following fact file:

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Name: ______________________

Date of birth: ______________

Place of birth: ______________________

Studies: ______________________

Profession: ______________________

Place of work: ______________________

Book published: ______________________

Other interesting information: ______________________

Date of death: ______________________

Did you know that …
Florence Nightingale was the founder of the modern nursing profession? She was also a pioneer statistician; she invented the pie chart.

8. Write questions about the text. Follow the example. Ask your partner to answer them and check.

a. How did Florence confront her parents?
b. How did Florence become...?
c. How did she...?
d. How...?

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LANGUAGE FOCUS

CONNECTORS

1. Read these sentences from the text. Pay special attention to the words in **bold**.

a. **While** she was there, she and her nurses saved many lives.
b. She worked there until October, 1854, and **then** went to the war in the Crimea.
c. She opened the Nightingale Training School, **where** Florence almost invented modern nursing.

2. Answer these questions.

a. How many parts can you identify in the sentences in Point **1**?
b. How are they connected?
c. What do the words in bold in Point **1** mean? Choose an alternative for each one.

i. Soon after that
ii. At the same time that
iii. In the place in which

3. Complete this rule.

When we want to connect ideas of place and time, we can use the words ______, ______, and ______.

9. In your notebook, write a simple paragraph indicating the events or characteristics that called your attention about Florence Nightingale's biography. Explain why these events are interesting to you. Make sure you use the connectors in the Language Focus.

10. Read the information in the Language Focus again. Complete these sentences with information from the unit and your own ideas.

a. Daniel Boone built a cabin in Kentucky and ______.
b. El Zorro's parents settled in California, ______.
c. ______ El Zorro studied art and science.
d. In 1861, Florence Nightingale ______.
e. Florence Nightingale died ______.

11. Write notes about your own life. Think about important dates and facts and complete the fact file.

Name	
Date and place of birth	
City or town	
School	
Other activities	

12. 42 With the information in Exercise **11**, talk to your partner about your life. Use these questions as clues and the connectors *while*, *then*, *where*. Listen to the example.

A: I was born in ______________________________, how about you?

B: I ____.

A: I started school in _____________________________.

B: Where do you live?

A: I live ______________________________________.

Useful expressions

- How about...?
- When were you...?
- I was born in / on...
- I started...

13. 43 First only listen. Then listen and repeat.

There was a young lady in Ickenham
Who went on a bus to Twickenham.

14. WB 19/20 Underline the most important events in the text on Page **81** and write a list in your notebook.

15. Use your notes to write a summary of the biography and then read it aloud to your classmates.

16. FL Read the words in the Vocabulary box on Page 80 again. In your notebook, complete a file for each word as in the example.

Word: award	Meaning: a prize for something that somebody has done well.
Example: He received the award for best actor.	Part of speech: noun

BEFORE LISTENING

Target strategy: Recalling previous knowledge

Before listening, analyze if the topic is familiar to you and what you know about it. Anticipate what will come.

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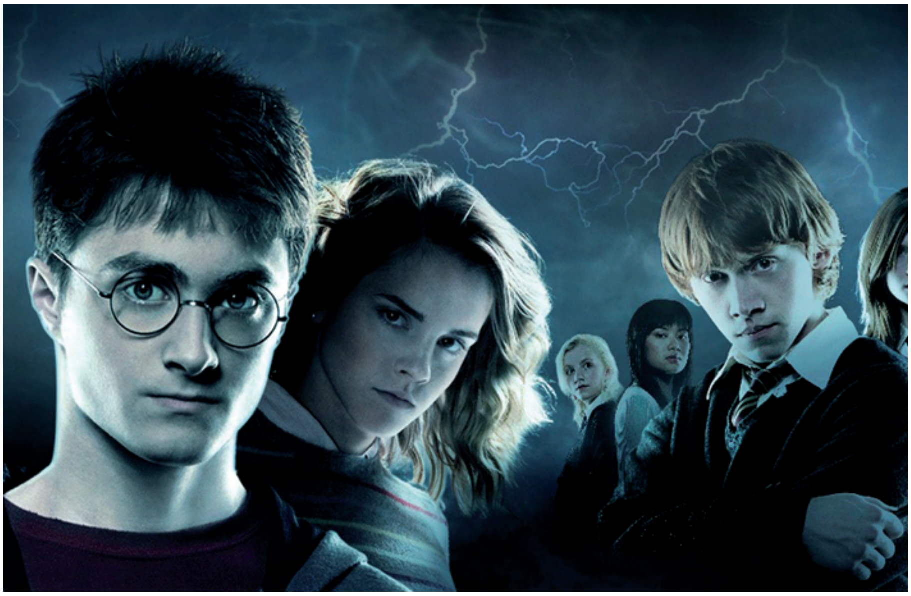
1. One of the most famous magic movie characters is the boy who appears in the picture below. Can you identify him?

2. Do you know the actor's name and his age?



3. Work in groups of four.

- **a.** Talk about what you know about the movies in which these actors starred.
- **b.** On a separate sheet of paper, write a brief paragraph describing what you know.
- **c.** Exchange paragraphs with another group and compare the information.
- **d.** Expand your paragraph with the other group's information.

Vocabulary

pastime

starsign

4. You are going to listen to an interview to the actors who played the principal roles in the movies. Check the questions you think the interviewer asked the actors.

a. _____ Have you got a nickname?

b. _____ How old are you?

c. _____ Where were you born?

d. _____ What is your favorite food?

e. _____ How many brothers and sisters have you got?

5. Read the words in the Vocabulary box and look up their meanings in a dictionary.

LISTENING

6. 44 Listen to the interview and check your predictions in Exercise **3**. Pay special attention to all the familiar words you hear.

7. What is the purpose of the interview? Check (✓) an alternative.

a. ______ To talk about Harry Potter's books.

b. ______ To talk about Harry Potter's movies.

c. ______ To talk about the actors' everyday lives.

8. 44 Listen again. Did Sarah ask any of the questions you checked in Exercise **4**?

9. 44 Listen to the interview again and complete the chart. In the last row of the table, write the question that you would like to ask the actors.

Name		
Nickname		
Born on		
Starsign		
Personal characteristics		
Favorite pastimes		
Your own question		

LANGUAGE FOCUS WB 21

DESCRIBING PERSONALITY

1. Read these sentences from the recording.

a. I'm **proud**, **responsible**, and **romantic**. But I can be a bit **stubborn** and **arrogant**, too.

b. I'm very **competitive**, **impulsive**, and **quick-tempered**. But I'm **devoted** and **loyal** to friends and family.

2. What are the speakers doing?

a. Describing their physical characteristics.

b. Describing their personality traits.

3. Complete.

Words such as ____________, ____________, ____________ are used to describe our ____________.

4. Which of the words in Point **1** have a positive meaning and which ones have a negative meaning? Complete the table.

Positive	Negative

Target strategy: Monitoring

While you listen , monitor your comprehension. Evaluate your predictions and adjust them if necessary.

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Did you know that …
Harry Potter's author, J.K. Rowling, created so many new words that there is a glossary of terms that appear in the Harry Potter stories?

10. Go to Page **48**, Exercise **13**, and find more words to describe personality. Look up their meaning in a dictionary.

11. 45 First only listen. Then listen and repeat paying special attention to the pronunciation of the vowel sounds. Use five of these words in sentences of your own.

Dan
cat
family
sun
stubborn
support
star
pastime
car

12. 46 In pairs, use the sentences in Bubbles **A** and **B** to write a dialog. Then listen to the recording and check.

A

Born on:
May, 10th
Star sign: Taurus
Characteristics: charming, gentle, patient, a good sense of humor

B

Born on:
November, 30th
Star sign: Sagittarius
Characteristics: happy, optimistic, independent.

Useful expressions

- When where...?
- Which is...?
- What are your...?
- Do you have any...?

A: So Fernando, when were...?
B: On...
A: Which is...?
B: ... I'm...
A: My... I...
B: What are the...?
A: We are...

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13. In pairs, practice and role-play the conversation in Exercise **12**. Role-play it in front of your classmates expressing information that is true for you.

14. WB 21 Read the star signs' characteristics on Page **69**. Identify and underline all the adjectives and write a 20-word paragraph describing your personality. Make sure you use the connectors and expressions that you learned in Lessons **1**, **2** and **3**.

I am...

15. FL Read the description in Exercise **14** aloud to your classmates. Do they agree with it?

TRAVEL BACK

READING

1 Read the text in Lesson **1** (Pg. **81**)again and answer the following questions. **4 pts**

a. Where was Florence Nightingale born?
b. When did she start working?
c. What famous persons did she meet?
d. What did she write?

2 Find the words in column **A** in the text and match them with their meaning in column **B**. **2 pts**

A	B
Nurse	**A prize**
Award	**A person who takes care of sick people**

LISTENING

3 44 Listen to the recording in Lesson **4** (Pg. **85**)again and write the name, Daniel or Emma. **4 pts**

a. ______________________ In Oxford.
b. ______________________ I'm romantic.
c. ______________________ 23rd July, 1989.
d. ______________________ I've got two cats.

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4 44 Listen to the recording again and circle the correct alternative. **4 pts**

a. Daniel Radcliff was born in *London / Bolton*.
b. He loves Play Station and *football / basketball*.
c. Emma Watson was born in *1999 / 1990*.
d. She is very *compulsive / impulsive*.

LANGUAGE

5 Match the expressions to the adjectives they describe. **4 pts**

a. She's full of energy.	**i.** Thoughtful
b. He likes to be the center of attention.	**ii.** Honest
c. She thinks of others.	**iii.** Lively
d. She never tells a lie.	**iv.** Out-going

6 Fill in the blanks in this paragraph with *when, where, then*. **4 pts**

Florence Nightingale worked at Salisbury Royal Infirmary ______________ she became an expert nurse. ______________ she went to the Crimea and saved many lives. ______________ she returned, Queen Victory gave her an award. In 1861, Florence became ill. ______________ she was in bed she continued working from her home.

0 - 5	6 - 11	12 - 16	17 - 22	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	22 pts

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HAVE A LOOK AT... a biography

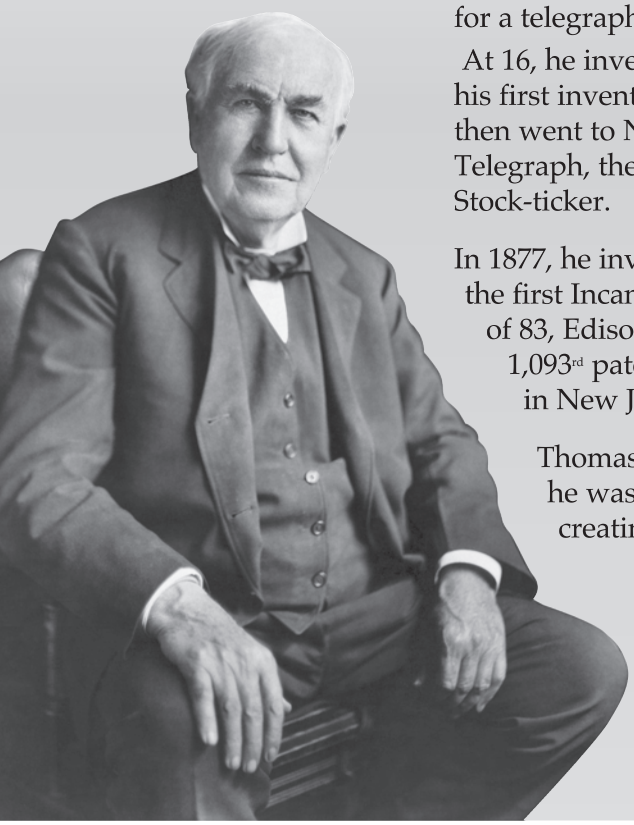
A biography is a written account of a person's life, a person currently living or historical, famous or unknown. When writing a biography, you will apply important skills such as: find and evaluate evidence, work with primary and secondary sources, and organize facts. In the end you must produce a polished piece of writing.

1. Read this biography of a very influential inventor and analyze the way it is organized.

Thomas A. Edison

Start naming the person, indicating time and place of birth.

Thomas A. Edison was born on Feb. 11, 1847, in Ohio, USA.



At the age of 15, Tom obtained a job as a replacement for a telegraph operator.

At 16, he invented an 'automatic repeater'. This was his first invention, but he never patented it. Edison then went to New York, where he developed the Telegraph, the Quadruple Transmitter, and the Stock-ticker.

In 1877, he invented the first Phonograph and in 1879, the first Incandescent Electric Light Bulb. At the age of 83, Edison obtained his last patent. This was his 1,093rd patent. Finally, he died on October, 18th, 1931 in New Jersey.

List important events in life in chronological order.

Thomas Edison is important to history because he was more responsible than anyone else for creating the modern world.

Tell of his/her contribution to society today.

Adapted from: *Thomas Alva Edison*. (*American Memory Library of Congress*). (n.d.). Retrieved April 13, 2012, from: http://lcweb2.loc.gov/ammem/edhtml/edbiohm.html

2. Answer these questions.

a. How many verb tenses are used in this biography?

b. Classify the verbs used in the text as regular and irregular.

c. Identify and underline the main events in the text following the color code.

i. Main events in early life.

ii. Main events in adult life.

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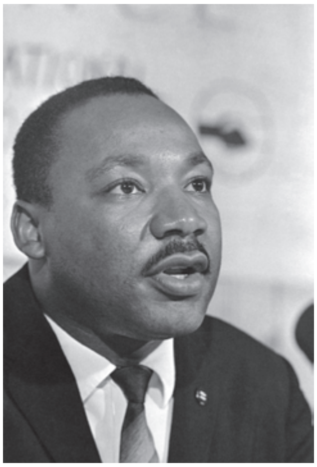
ORGANIZING

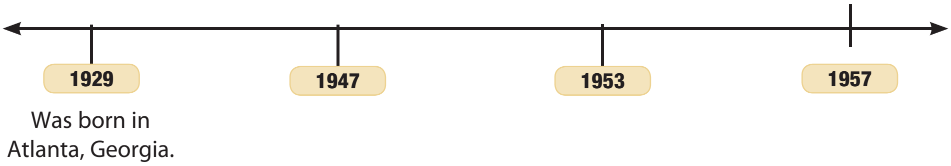
3. You are going to write about Martin Luther King, an influential leader in the *African-American Civil Rights Movement*. Before you write:

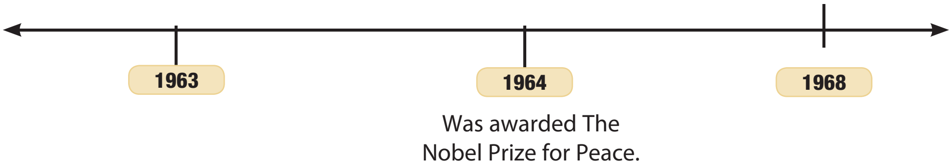
a. Transform these notes about Martin Luther King's life into full sentences. Write the sentences in your notebook.

- A baptist pastor
- Leader in the *African-American Civil Rights Movement.*
- Combated racial inequality through non violence.
- An icon of American Progressivism.
- Famous for his speech "I Have a Dream"
- Was assassinated.



b. Find the information that corresponds to each date in Martin Luther King's biography. Complete the timeline and write a short paragraph that summarizes all the events in you notebook.





DRAFTING

In this step, you should turn prewriting ideas into sentences. Do not worry too much about making mistakes, just get your ideas down on paper.

4. WB 22 Use the notes from the Organizing section to write a firs draft of the the biography in your notebook.

EDITING

Remember that in this step you correct spelling, punctuation and grammar errors.

5. Use the Writing checklist to correct your work and write a final version.

PUBLISHING

6. With the help and supervision of your teacher, try submitting your biography to this non-profit website for young writers.

http://www.kalwriters.com/kidswwwrite/

Writing checklist

A biography

✔ Use the Past Simple tense to refer to the main event in a person's life.

✔ Use the Present Simple tense to say why this person is important.

✔ Use phrases like *In 1979 or On March 12th, 1940* to link the events in a biography.

✔ Make sure you include the connectors you learned in the Lesson (*while*, *then*, *where*).

✔ Check that you use full stops, commas and capital letters.

Kelly Hardrock, School Reporter

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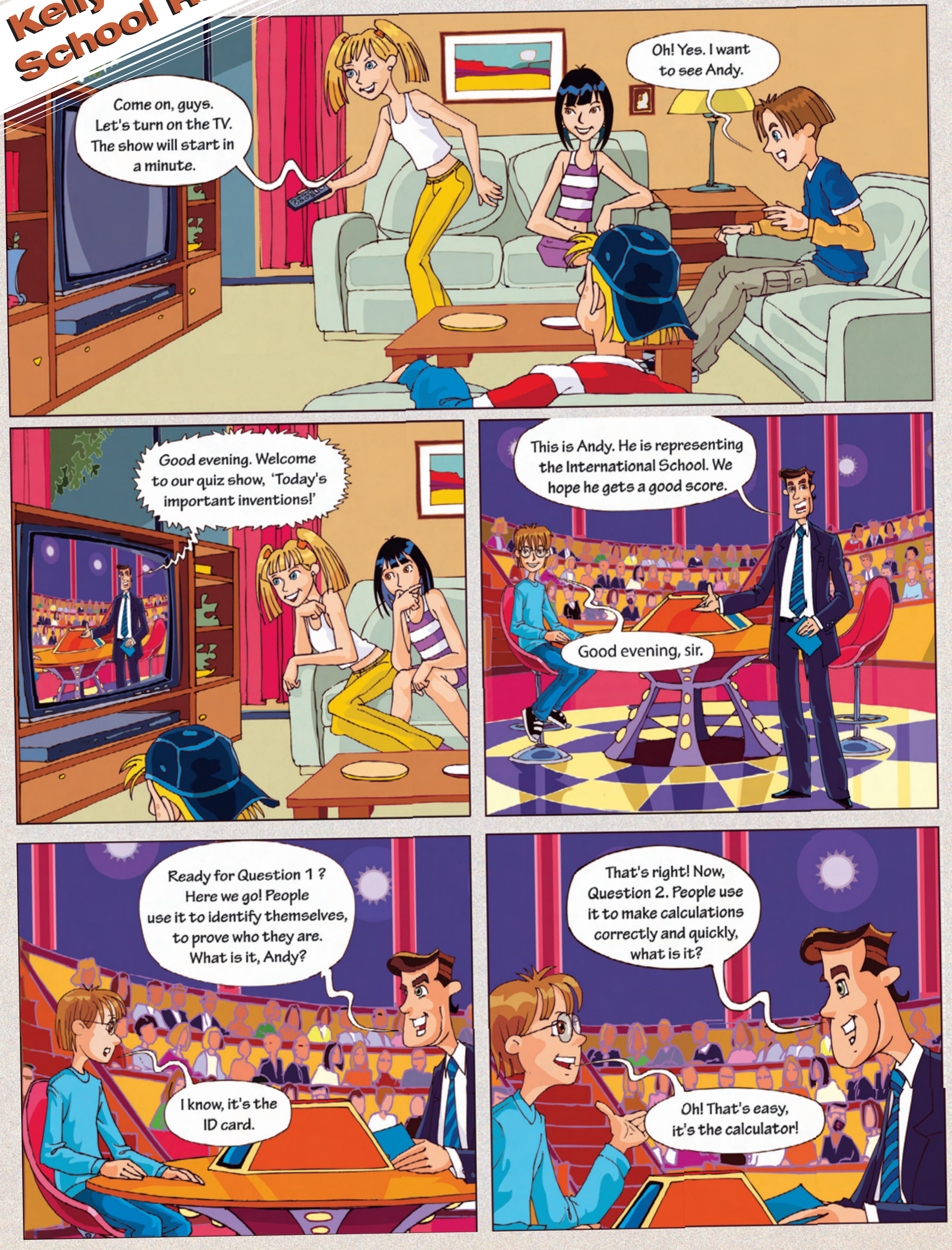
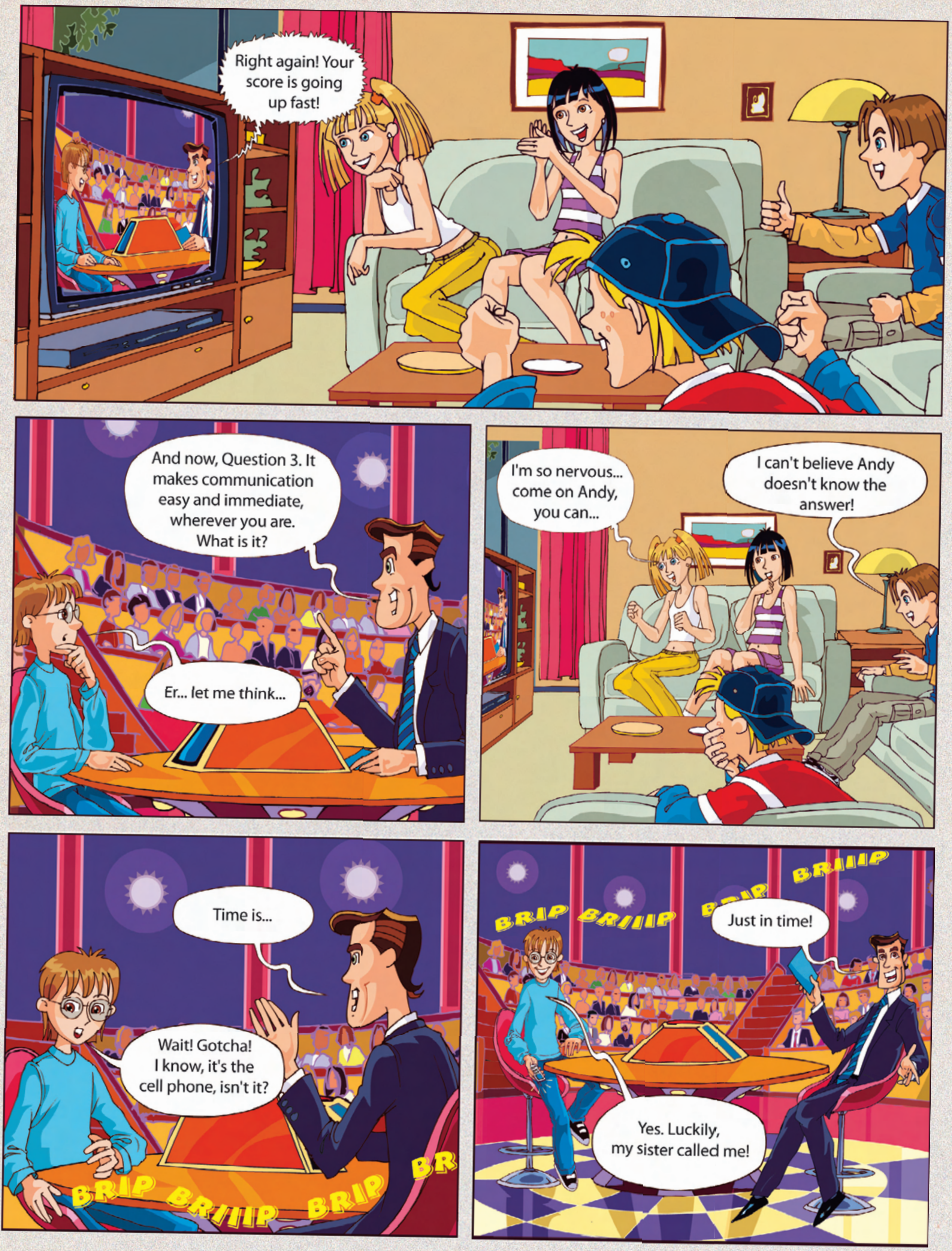
EPISODE 3: THE MOST USEFUL INVENTION


Come on, guys. Let's turn on the TV. The show will start in a minute.
Oh! Yes. I want to see Andy.
Good evening. Welcome to our quiz show, 'Today's important inventions!'
This is Andy. He is representing the International School. We hope he gets a good score.
Good evening, sir.
Ready for Question 1 ? Here we go! People use it to identify themselves, to prove who they are. What is it, Andy?
I know, it's the ID card.
That's right! Now, Question 2. People use it to make calculations correctly and quickly, what is it?
Oh! That's easy, it's the calculator!


Right again! Your score is going up fast!
And now, Question 3. It makes communication easy and immediate, wherever you are. What is it?
Er... let me think...
I'm so nervous... come on Andy, you can...
I can't believe Andy doesn't know the answer!
Time is...
Wait! Gotcha! I know, it's the cell phone, isn't it?
BRIP BRIIIP BRIP BR
BRIP BRIIIP BRIP BRIIIP
Just in time!
Yes. Luckily, my sister called me!

CREATIVE SKILLS

1. Work in groups of four. Discuss an alternative ending for the TV contest.
2. Write a dialog using your ideas, practice it and role-play it in front of your class.

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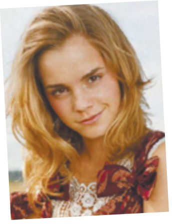
COMPLEMENTARY ACTIVITIES

1 The words in column **A** are J. K. Rowling's inventions. Can you find their meanings in column **B**?

a. Wingardium Leviosa
b. Spellotape
c. Quidditch
d. Quaffle
e. Portkey
f. Muggle
g. Hippogriff
h. Foe-Glass
i. Firebolt
j. Arithmancy
k. Gobstones
l. Bludgers



i. Black balls that try to knock players off their brooms in Quidditch.
ii. Magical creature that has the front legs, wings and head of an eagle, and the body, hind legs and tail of a horse.
iii. Ancient study of the magical properties of numbers.
iv. The wizarding version of marbles.
v. Spell to make things fly.
vi. Red ball used for scoring in Quidditch.
vii. Object that transports wizards to a prearranged place.
viii. Person totally without magical powers.
ix. Magic mirror in which you can see your enemies.
x. The wizarding national sport. Played on broomsticks by seven players.
xi. Fastest, most technologically advanced broomstick.
xii. Wizarding repair tape.

2 Find the phrase in the description that defines each of the characteristics in the box. In your notebook, create a concept map of the words in the box. Use your dictionary to find other related words and add them to the map.

cheeky **fussy** **moody** **nosy** **witty**

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Well, frankly,
my brother is all of those things.
He likes everything to be in the right place all the
time. He always wants to know what everybody else is
doing. He's bright and lively one minute, and
bad-tempered the next. But he always thinks
fast to say the funniest things.

3 Who invented the World Wide Web?

a. Look for information about the inventor and complete the file.

b. Prepare a presentation about this inventor with extra information that you can collect. Give the presentation in front of your class.

Name	
Date of birth	
Nationality	
University	
Main events in life	

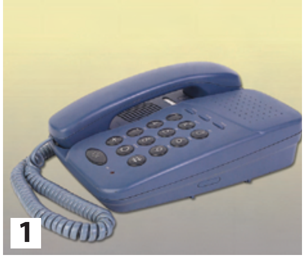
4 What's the name of these popular inventions?

a. Write the names on the space provided.

b. Find ten more names for other inventions and wite a list.

c. Create vocabulary cards of your list of inventions making drawings on one side of the card and wiritng the name of each invention on the other.

d. Take turns to play 'Memory Card Game' looking at the cards and guessing the inventions.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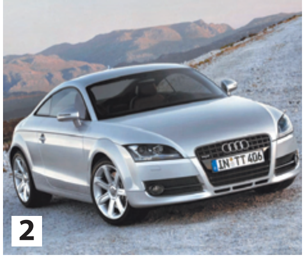
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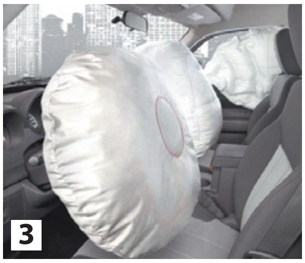
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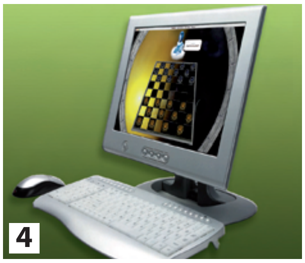
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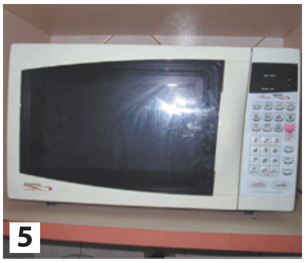
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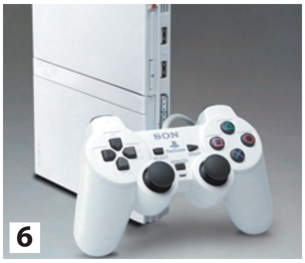
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PROJECT

Interviewing an Inspiring Person

a. Work in pairs.

b. Read about the life of these inspiring people:

Dr. Murray Hopper
Claude Monet
Louis Braille
Nelson Mandela

c. Choose one person in the list and collect relevant information about his / her life.

d. Think of possible questions that can be answered by the information in your notes (*When was he / she born?*, *How did he / she contribute to the word?*, etc.)

e. Write an interview and present it to your class, playing the roles of the interviewer and the famous person.

PROJECT EVALUATION

Reflect on these questions:

- Identify the contents of the unit that helped you do your project.
- What interesting things did you learn about Dr. Murray Hopper, Claude Monet, Louis Braille and Nelson Mandela?

http://www.women-inventors.com/

http://www.disaboom.com/blind-and-visual-impairment/10-famous-blind-people-who-changed-the-world

http://www.biographyonline.net/people/inspirational/

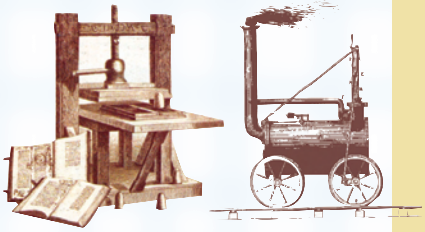
TEST YOUR KNOWLEDGE

READING – THE FIRST INVENTION

I ________________________________

In ancient times, people invented new machines, materials, and ways of doing things, but no one knows what the first invention was.

Prehistoric inventors found ways to make and keep fires burning. They invented ways to grow plants for food and learned how to tame animals. Other great prehistoric inventions were the wheel, pottery, and ways to build houses.



II ________________________________

One great invention was the printing press. A German named Johannes Gutenberg invented a press to print books in the 1400s. Books became much more common and helped other inventors make new things.

After the invention of the steam engine around 1700, inventors made many new machines. They invented locomotives, steamboats, and all kinds of factory machines.

Another great invention, the internal combustion engine, led to the invention of automobiles in the late 1800s.

The discovery of electricity led to many wonderful inventions. Many scientists studied electricity. An American inventor named Thomas A. Edison invented the electric lamp, the phonograph, and other things that use electricity, in the late 1800s.

III ________________________________

No one knows the names of prehistoric inventors. Until the 1900s, most inventors worked alone. Today, most inventions come from scientists and engineers who work in teams. Most of them work for universities, government agencies, or big companies.

Adapted from: *Inventions and discoveries.* (n.d.). Retrieved June 7, 2012, from: http://www.historyworld.net/wrldhis/PlainTextHistories.asp?groupid=1406&HistoryID=ab23&gtrack=pthc

1 48 Read and listen to the text. Choose a title for each paragraph. **3 pts**

a. What were the greatest inventions?
b. What was the first invention?
c. Who are the inventors?

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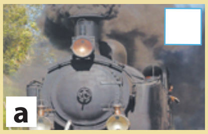
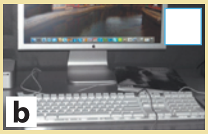
2 Number these inventions in chronological order. 6 pts


a ☐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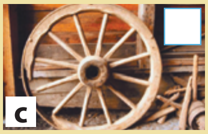
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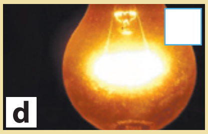
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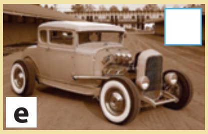
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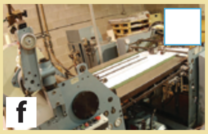

f ☐

LISTENING - A famous explorer

3 49 Listen to the story and check (✔) who is speaking 1 pt

Pedro de Valdivia **Christopher Columbus**

4 49 Circle the correct alternative. 2 pts

a. He began to travel when he was ______________.

i. 13. **ii.** 16. **iii.** 18.

b. He was sure the Earth was ______________.

i. sound. **ii.** round. **iii.** found.

5 49 Are these statements true (**T**) or false (**F**)? 3 pts

a. ____ He was born in America.

b. ____ He discovered a new continent.

c. ____ He made four trips.

LANGUAGE

6 Write three sentences about these events in your life. 3 pts

a. (birth)

b. (begin school)

c. (an important event)

SPEAKING

7 Report the events you wrote in Exercise **6** to your classmates. 3 pts

Great! **Not too bad** **Help!**

0 - 5	6 - 10	11 - 17	18 - 21
Keep trying	Review!	Well done!	Excellent!

TOTAL SCORE 21 pts

SELF-EVALUATION

In this unit, which of these aspects were strengths / weaknesses for me? Why?

Reading
- comprehension of the general meaning of the text
- inference of text meaning using context
- distinction between facts and inferences in a text
- identification of specific information

Listening
- comprehension of specific information
- identification of sequence of information
- identification of speakers
- identification of the purpose of a recording

Speaking
- participation in short dialogs
- talking about biographical information
- expressing past habits
- describing people

Writing
- biography organization
- correct use of the Past Simple tense

Language

Which of these lessons were easier for me to understand?

- Lesson **1**: *used to*
- Lesson **2**: questions in the Past Simple tense
- Lesson **3**: connectors
- Lesson **4**: describing personality

Which Language Focus section (s) do I need to review?

What do you think about your learning in this Unit?

Comment your progress and reflections with your group and with your teacher.

UNIT 4

DIFFERENT PEOPLE, DIFFERENT LIVES

In this unit you will use the following skills:

Listening

Listen and identify specific information in an interview in a dialog, and in a conversation related to life in other countries and communities by:

- identifying speakers,
- identifying purpose of a message,
- extracting specific information,
- using key words to get the general meaning.

Reading

Read and identify main ideas and specific information in a brochure and a museum guide, by:

- using key words to identify general meaning,
- identifying reference markers,
- using cognates to predict content,
- distinguishing main and secondary ideas.
- comparing the presentation of the same topic in two different types of text.

Speaking

Exchange information and express opinions in short dialogs about:

- life in other countries,
- personal experiences,
- English as an international language.

Writing

Write a short paragraph and an interview:

- comparing life in different places,
- describing a funny celebration and a festival,
- using vocabulary related to the unit,
- identifying the text structure of an interview.

Getting ready

1 In your group, look at the pictures of the children and answer the following questions.

a. What can you see in the pictures?
b. What are the children doing?
c. What countries do you think they are from? Why?
d. In what way are they similar or different from Chileans?

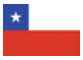
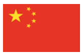
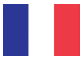
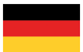
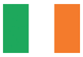
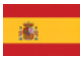
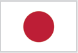
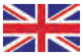
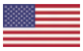
2 In pairs, ask and answer these questions and check what you know about different countries of the world. Add two more questions of your own and find the answers. Then practice and role-play the dialog with your partner.

A: Which is the longest country in South America?
B: Brazil.
A: Correct! What color is the Italian flag?
B: I'm not sure. I think it's red and green.
A: It's red, green and white. Your turn!
B: Where is Barack Obama from?
A: The USA.
B: Right! What is the national sport of Japan?
A: Karate? No, it's sumo.
B: ____________________________________?
A: ____________________________________.
B: ____________________________________?

BEFORE YOU START

1 In pairs, match the countries and the nationalities. Look at the example and take turns to practice saying similar sentences. Use the words in the box below to help you.

Example: Chileans are people from Chile. They are friendly.

France
UK
Chile
USA
Japan
Ireland
Spain
China
Germany

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cheerful **friendly** **open-minded** **serious** **funny** **polite**
kind **interesting** **hard-working**

2 Fill in the blanks in the phone conversation with ideas of your own. Then, practice and role-play it with a partner. Take turns.

You: Guess, what! ____________________ is coming to town on Friday!
Your partner: I know! My favorite band!
You: Yeah... Where are they from?
Your partner: They´re from ____________________.
You: Let´s go to their show! My cousin gave my free tickets!
Your partner: No way! ____________________! Thanks a lot!

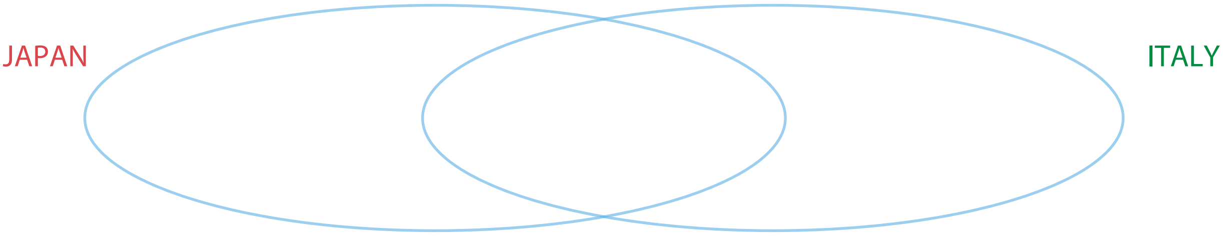
3 Read the texts carefully. In your notebook, draw a Venn diagram as in the example and complete it with pieces of information about the two countries.

JAPAN

The Japanese name is "Nippon" which means "sun origin". Japan belongs to the continent of Asia. It is an island nation surrounded by the Sea of Japan and the Pacific Ocean. It has an area of over 300,000 square km and is made up of 6,852 islands. It sits along the "Pacific Ring of Fire", so it has many volcanoes and experiences many earthquakes. With over 127 million people, Japan has the tenth largest population in the world. Tokyo is the capital city and other major cities include Osaka, Nagoya, and Sapporo. Japanese is the official language. Its cuisine is popular around the world: sushi, sashimi and tempura are well-known dishes. Japan is home to many different forms of martial arts: Karate, Judo, Sumo, Ninjutsu, Kendo, Jujutsu, and Aikido. But Sumo is recognized as the national sport.

ITALY

Italy is officially known as the Italian Republic. It belongs to the continent of Europe and its borders are: Austria, France, Vatican City, San Marino, and Switzerland. It has an area of over 300,000 square km. Rome is its capital city and other major cities include Milan, Naples, Turin, and Palermo. Italy has many earthquakes and volcanoes. The volcanoes Etna and Vesuvius are a constant danger to humans because they are close to big cities. Over 61 million people live in Italy these days. Italian is the main language, but German, French and Slovene are also spoken in certain areas. Italian cuisine is popular around the world. Dishes such as pizza, spaghetti bolognese, lasagne and risotto all come from Italy. The most popular sport is soccer.



4 Read the text again and choose the correct alternative to complete each sentence.

a. Nippon means ____________________.

i. sunflower **ii.** sun origin **iii.** original sun

b. Italy is a ____________________.

i. republic **ii.** monarchy **iii.** sultanate

c. Japan is made up of ____________________ and volcanoes.

i. plains **ii.** deserts **iii.** islands

d. ____________________ is one of the most dangerous volcanoes in Italy.

i. Fuji **ii.** Vesuvius **iii.** Krakatoa

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EXPERIENCES IN A FOREIGN COUNTRY

Target strategy: Making connections

Good readers connect what they know about the world and other subjects with the text they are reading.

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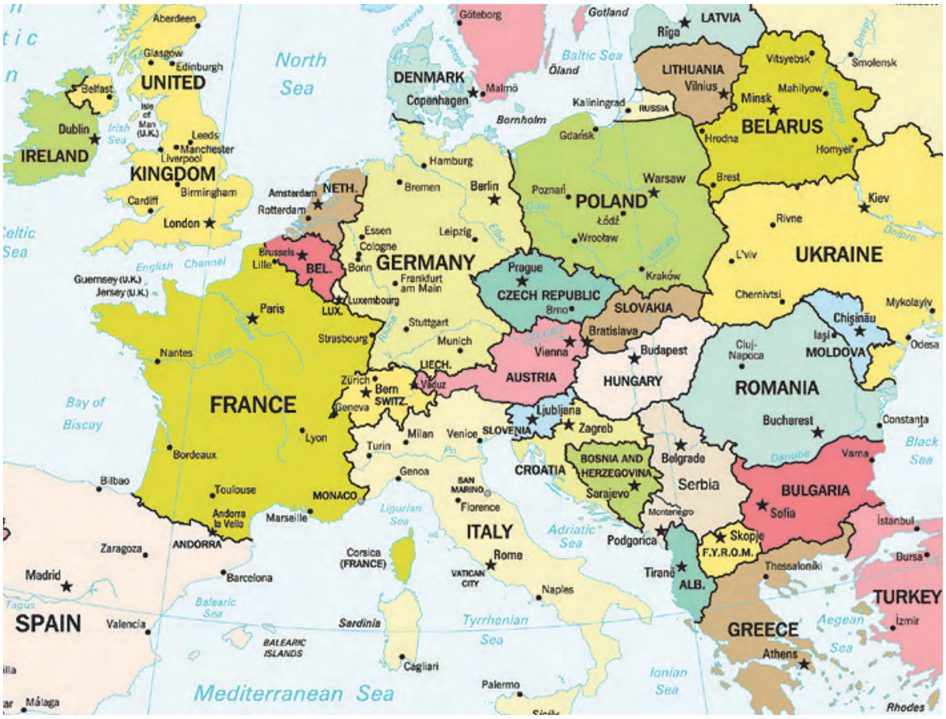
BEFORE READING

1. Have you met people from other countries? If yes, where are they from?

2. Draw a line from the names to the countries in the map.

Ireland **United Kingdom** **Spain** **Italy** **France** **Germany**


North Sea
IRELAND
Dublin
UNITED KINGDOM
London
DENMARK
Copenhagen
NETH.
Amsterdam
BEL.
Brussels
LUX.
GERMANY
Berlin
POLAND
Warsaw
LITHUANIA
LATVIA
BELARUS
Minsk
UKRAINE
Kiev
CZECH REPUBLIC
Prague
SLOVAKIA
AUSTRIA
Vienna
HUNGARY
Budapest
ROMANIA
Bucharest
MOLDOVA
FRANCE
Paris
SWITZ.
Bern
SLOVENIA
CROATIA
Zagreb
BOSNIA AND HERZEGOVINA
Sarajevo
Serbia
Belgrade
BULGARIA
Sofia
ALB.
F.Y.R.O.M.
GREECE
Athens
TURKEY
ITALY
Rome
SPAIN
Madrid
ANDORRA
MONACO
Bay of Biscay
Mediterranean Sea
Tyrrhenian Sea
Adriatic Sea
Ionian Sea
Aegean Sea
Black Sea
Baltic Sea

3. What do you know about these countries? Complete the sentences. Complete the sentences in your notebook.

a. Something you know about England

b. Something you know about France

c. Something you know about Germany

4. With your partner, think about three positive and three negative things about living in another country. Copy and complete this chart in your notebook.

Positive	Negative

5. You are going to read and listen to two texts about life in one of the countries in Exercise **2**. Do the words in the Vocabulary box give you any clues?

Vocabulary

Look up the meanings of these words in a dictionary. Then answer questions **a** - **d**.

- cliff
- crash
- landscape
- wool

a. Are there cliffs in Chile? Where?

b. What things can you hear crashing?

c. Describe the landscape of your region.

d. Where does wool come from?

READING

EXPERIENCES IN A FOREIGN COUNTRY

Target strategy: Visualizing

While you read, make pictures in your mind and visualize what the speaker(s) is (are) telling.

I. by Kelly Hardrock

May 14th, 2015

This month, Kelly Hardrock, our school reporter, is interviewing Gabriela, a Chilean girl who is talking about her life in Ireland.

Kelly: Gabriela, why are you living in Ireland?

Gabriela: We moved here because of my dad's job.

Kelly: What are the main differences with your country?

Gabriela: The town where we live is smaller than the city where I used to live in my country, so the school is closer to our house. The bad thing is that winter is colder.

Kelly: Do you like living in Ireland?

Gabriela: Yes. Life here is more interesting! I have lots of friends from different countries. Italian, German, French, and Irish friends, of course!

Kelly: Can you tell us about an interesting place to visit in Ireland?

Gabriela: In my opinion, a very interesting place to visit is the Aran Islands. People make sweaters with sheep wool and they speak Gaelic. They use horses and carriages to get around. It's something really special to be there in front of the cliffs, and hear how the ocean crashes against the rocks. I really love this place, and also the Connemara area. It's lovely and full of lakes and mountains.

Kelly: Thank you very much, Gabriela; that was really interesting.

Created from: *Publishing Team*

II. I am Ireland

I am Ireland

I am Ireland:
I am older than the old woman of Beare*.

Great my glory:
I who fought Cuchulainn, the brave.

Great my shame:
My own children who sold their mother.

Great my pain:
My irreconcilable enemy who attacks me continually...

Great my sorrow
My crowd I used to trust, died.

I am Ireland:
I am lonelier than the old woman of Beare.

* The old woman of Beare was a godess in celtic mythology that appeared to knights and heroes in search of love. If she received love, she transformed into a beautiful young maiden.

Adapted from: *I am Ireland*. (1916).
Retrieved April 8, 2013 from Irish Page
http://www.irishpage.com/poems/miseeire.htm

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6. 52 Read the two texts and confirm or correct your guess in Exercise **5.** Were you right?

7. What kind of texts have you read? Explain your answer.

- **a.** A piece of news and a song.
- **b.** An interview and a poem.
- **c.** An advertisement and a short story.

8. Read the texts again and reflect on the following questions:

- **a.** What is the feeling expressed in each text?
- **b.** Do you think Gabriela and the author of Text **II** have the same opinion about life in Ireland?
- **c.** Can you think of possible reasons that explain the feelings expressed by Gabriela and the author of Text **II**?
- **d.** What do you think of the possibility of living in a country whose culture is very different to yours?

9. Complete this chart with information from the texts.

	Text I	**Text II**
Feelings expressed		
Opinions		
Word or sentence expressing the feeling / opinion		

10. Read the paragraph about the Aran Islands in Text **I** and find this information in it.

- **a.** Clothes that people wear
- **b.** Language they speak
- **c.** Means of transport they use
- **d.** Things you can see at Connemara

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11. Read Text **II** again and answer these questions. Then check with your partner.

- **a.** Who is the 'old woman of Beare'?
- **b.** Who / what is older than this woman?
- **c.** Why is Ireland ashamed?
- **d.** How does Ireland feel? Why?

LANGUAGE FOCUS WB 23

COMPARATIVES

1. Read these sentences from the texts.

a. Life here is more interesting.
b. I am older than the old witch of Beare.
c. I am lonelier than the old witch of Beare.

2. These sentences express comparisons. Take a closer look and analyze which words express the comparisons in every case.

3. Complete this general rule.

To form the comparatives of ____________ adjectives, we use a word: ________________________________.

To form the comparatives of short adjectives, we add ____________ to the adjectives.

To form the comparatives of adjectives like *lonely*, that have two syllables and end in *y*, we add ______________________.

Note: *Good* and *bad* are exceptions to this rule. *Better* is the comparative of *good* and *worse* is the comparative of *bad*.

Did you know that ...
The Irish language is a Celtic language and part of the Indo-European languages. English is a Germanic language, part of the Saxon languages. It doesn't come from Latin.

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12. Use the information in the charts to write sentences comparing these two countries.

Country	Size (km^2)	Temp. º Celsius
Ireland	70,273	9º
Germany	357,121	17º

Example: *Germany is hotter than Ireland.*

13. 53 WB 24 Listen and repeat this dialog.

A: What's better, to live in Chile or in Ireland?
B: I think it is better to live in Chile because Ireland is colder.

14. Replace the underlined parts of the dialog in Exercise **13** with your own ideas. With your partner, add more questions about other countries that are interesting for you and create your own dialog. Practice and role-play your dialog in front of your classmates.

15. Write your new dialog in your notebook.

16. FL Interview a person from another country about his / her life and share a summary of the interview with your class. Discuss the differences and similarities with Chile.

Useful expressions

- What's ...? _____ or _____?
- I think..., because...
- In my opinion, ... but...

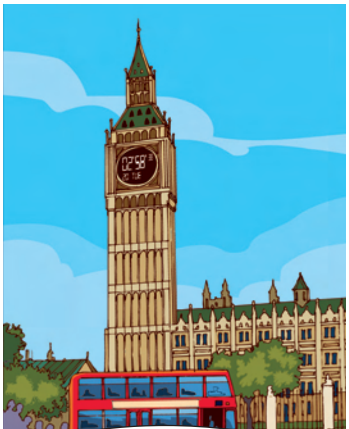
DO YOU LIKE JOKES?

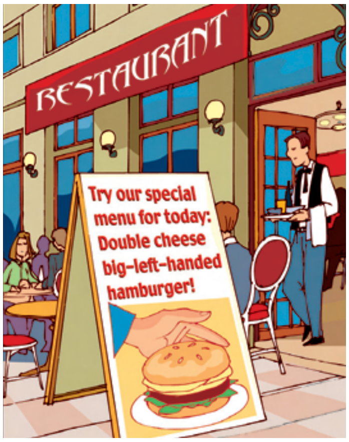
Target strategy: Recalling previous knowledge / Predicting

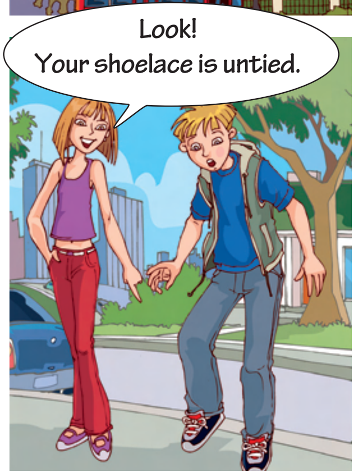
Preview the content of the lesson by looking at the title, headings and images. Predict what the text will be about by using your previous knowledge.

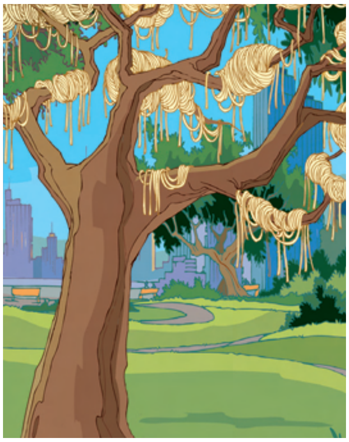
BEFORE LISTENING

1. Look at the pictures. Choose the funniest joke and compare with your partner.




RESTAURANT
Try our special menu for today: Double cheese big-left-handed hamburger!


Look!
Your shoelace is untied.



2. What kind of jokes do you like the most? Check (✓) your choice.

a. _____ Innocent jokes.

b. _____ Dirty jokes.

c. _____ Jokes about cultural customs.

d. _____ Jokes that don't harm anybody.

3. Unscramble the words below to find the name of a popular day in Europe and America, when people play jokes on each other. Is it mentioned in the recording?

LRAPI FLOOS YDA

4. Have a look at the words in the Vocabulary box. Look up their meaning in a dictionary.

5. You will listen to two people talking about jokes. Based on the content of this page, can you predict why they are having this conversation?

Vocabulary

- laugh
- left-handed
- shoelace

Complete these sentences with the word in the list.

a. These scissors are especially designed for __________ people.

b. Watch out! Your ___________ is undone.

c. You never ___________ at my jokes!

LISTENING

6. 54 Listen to the recording and check your predictions in Exercise **5**.

7. 54 Listen to the recording again and check (✓) the correct option. The father is:

a. ____ Giving information.
b. ____ Telling a story.
c. ____ Advertising a product.
d. ____ Reporting news.

8. 54 Who said what? Write **A** (Ann) or **D** (Daddy).

a. ____ What do you need?

b. ____ Everybody plays jokes on their friends.

c. ____ It doesn't seem very funny.

d. ____ There was a TV show about spaghetti trees.

e. ____ Only left-handed people could eat hamburgers.

9. 54 Underline the part of each statement that expresses incorrect information and support your answers.

a. The father can't help Ann.
b. On April Fool's Day, everybody plays jokes.
c. The radio and TV also participate.
d. People wanted to make the Big Ben 'digital'.
e. One of the most famous jokes was in France.

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10. Can you notice any connections between jokes and people's lives?

LANGUAGE FOCUS WB 25

ASKING FOR HELP

1. Read these sentences from the recording and other examples.

a. Can you help me with my homework?
b. Of course, what do you need?
c. Sorry, I can't.

2. In which of the sentences in Point **1**.

a. Is the speaker asking for help?
b. Is the speaker offering help?
c. Is the speaker refusing to help?

3. Complete the rule.

To ask ________________ in English in a polite way, we use the expression ________________?
When we answer yes, we use polite phrases such as ________________.
When we can't or we don't want to help, we use polite phrases such as ________________.

Target strategy: Focusing attention

Read the activities and figure out the purpose for listening. Focus your attention on the parts that are relevant to the purpose.

Did you know that …
in Scotland, April Fool's Day is actually celebrated for two days? The second day is devoted to jokes that involve the posterior region of the body. It is called Taily Day..

Useful expressions

- Do you know any...?
- Well, ...
- It doesn't seem...
- That seems...!
- We can...

11. 55 Listen to the dialog and practice it with your partner. Then role-play it in front of your classmates.

A: Do you know any funny jokes to play on our friends?
B: We can tell a friend there is a test today when he or she arrives at school.
A: It doesn't seem very funny...
B: Or we can tell our friends we ordered pizza and it is about to arrive at school.
A: That seems more interesting!

12. Read and answer Ann's questions. Complete the paragraph in your notebook and read it aloud to your partner.

Is there a similar celebration in your country? Do you know about the 28th December? When was the last time someone played a trick on you? The last time someone played a trick on me was ________________ because ________________.

13. 56 Listen and repeat these dates.

April the 1st **March the 3rd** **August the 5th**
September the 22nd **May the 15th** **July the 23rd**

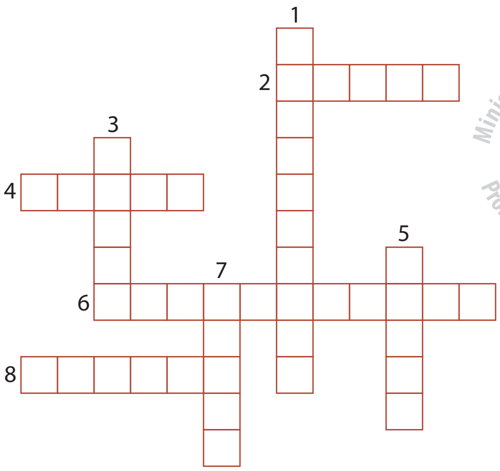
14. FL Can you solve the Crossword puzzle about this funny celebration? The clues are the words you need to complete the sentences below. Copy and complete the crossword in your notebook.

Across

2. People celebrate this on ____________ the 1st every year.
4. The British government wanted to make the famous Big Ben __________ digital.
6. There were very strange plants in ____________.
8. This celebration originated in ____________.

Down

1. An advertisement said that only left-handed people could eat ____________.
3. On this day, everybody plays ____________.
5. ____________ and TV also participate.
7. A TV show said people could find spaghetti in ____________.



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TRAVEL BACK

READING

1 Read the text in Lesson **1** (Pg. **101**) again and circle the correct answer to this question. Why is Gabriella living in Ireland? **1 pts**

a. Her parents like the country.
b. Her father is studying there.
c. She is studying there.
d. Her father is working there.

2 Read the poem *I am Ireland again*. Are these statements true (**T**) or false (**F**)? **4 pts**

a. _____ In this poem, the poet expresses his happiness to be Irish.
b. _____ The Old Woman of Bare was an example of someone who was always sad.
c. _____ The poet had a very good impression of his children.
d. _____ The poet felt lonely.

LISTENING

3 54 Listen to the recording in Lesson **2** (Pg. **105**) again and number the sentences in the order you hear them. **3 pts**

a. _____ The most common trick is to point down …
b. _____ I know about a very funny one.
c. _____ People play jokes on their friends.

4 54 Listen to the recording again and match the countries (**a – c**) with the jokes (**i – iii**). **3 pts**

a. Britain
b. Switzerland
c. The USA

i. Left-handed hamburger
ii. Digital clock
iii. Spaghetti trees

LANGUAGE

5 Write sentences comparing the two elements and the adjectives in the box. **5 pts**

expensive **dangerous** **high** **cold** **long** **small**

a. Kite surfing / swimming
b. The Nile River / the Mapocho river
c. Antarctica / the Caribbean
d. Everest / the Aconcagua
e. A car / a bicycle

0 - 4	5 - 8	9 - 13	14 - 16	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	16 pts

FESTIVALS AROUND THE WORLD

Target strategy: Questioning

Before reading, write three or four questions that you think will be answered by the text.

BEFORE READING

1. Answer these questions within your group.

a. What kind of festivals do you know?

b. Have you been to any strange or funny festivals? Which one? Tell your classmates.

2. Have a look at the names of these events in the chart. What do you think they have in common? Are you familiar with any of them?

Cooper's Hill Cheese Rolling **The Battle of Oranges**
The Festival of the Pig **The Tomatina Festival**

3. Name these pictures (**1** – **4**) with the options from the box in Exercise **2**. In your notebook, write four sentences relating the name of the events and the elements in the pictures.

1

2

3

4

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4. Look at the pictures and read the title of the text on Page **109** quickly. Can you say what the events are about?

READING

5. 57 Read and listen to the article quickly. Confirm or correct your ideas in Exercise **4**.

6. Read the article again. Copy and complete this table in your notebook with information about the four festivals.

Festival	Location	Date	In honor of...

Vocabulary

Look up the meaning of these words in a dictionary. Write sentences using them in your notebook.

- fireworks
- midday
- sausage
- squishy
- sticky

FESTIVALS AND EVENTS

Target strategy: Evaluating / Monitoring

As you read, check that you find the answers to your questions.
Monitor your predictions and revise them if necessary.

I *La Tomatina – The World's Biggest Food Fight*

Each year, on the last Wednesday of August, about 10,000 people converge to the Spanish town of Buñol.
Fireworks light the sky and people celebrate with parties on the streets with wine and traditional *paella*. Music plays and people dance, but they are there for one thing only – to throw about 7 million kilos of sticky, squishy tomatoes.
At midday, a lot of trucks carry the red fruit into the main Town Square. A few hours later, the town square magically returns to normal.

II *Cooper's Hill Cheese Rolling*

People celebrate this festival on the last weekend in May in Gloucestershire, England. The race begins when the master of ceremonies violently throws a piece of cheese down a hill. All the competitors then throw themselves down the hill after the cheese. The winner keeps the cheese. Children can't take part in the competition, but there are a few uphill races, one for boys under 12 and one for girls. They are slower, but entertaining as well!

IV *The Festival of the Pig*

On the second Sunday of August, in the small village of Trie Sur Baïse, center of the largest pig area in France, people celebrate a very strange festival. There are piglet races, a pork sausage-eating contest, and a competition for the best pig outfit. There's music and dancing, but the most important event of the day is the national pig imitation competition.

III *The Battle of Oranges*

Ivrea's carnival, in Italy, is one of the most famous in the world because of the Battle of Oranges. People throw oranges at each other and oranges fly everywhere. It takes place in early January and lasts for 5 days, from Thursday to Tuesday, with several parades and events, a lot of parties, food events, and music in the streets every day.

Adapted from: Dodson, P. (2002) *Our Featured Bizarre Festivals*. Retrieved June 5, 2012, from: http://www.2camels. com/festivals/bizarre-festivals.php com/festivals/bizarre-festivals.php

Did you know that …
the ending ***-shire*** means county? For example, Hampshire, Yorkshire (the county of Hamp, the county of York).

7. Read the article once more and answer questions **a** and **b** in your notebook. Then write two more questions about the texts and ask your partner to answer them.

a. In what countries do people celebrate in the same month?
b. Why are *La Tomatina* and *The Battle of Oranges* similar?

LANGUAGE FOCUS WB 26

SUPERLATIVES

1. Read these sentences from the text. Pay attention to the words in **bold**.

a. In the center of **the largest** pig area in France…
b. There is a competition for **the best** pig outfit.
c. Ivrea's carnival is one of **the most famous** in the World.
d. ...but **the most important** event of the day...

2. What do these words express?

3. Read and complete the rule.

When we want to state that something is at the 'top of the ranking' we use ____________ adjectives.

To form the superlative of short adjectives, we add ______ to the adjectives and ____ if the adjectives have two syllables and end in *y*.

To form the superlative of long adjectives we use ____________ + ____________ + adjective.

Exception: the superlative forms of good and bad are ____________ and ____________.

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8. Fill in the blanks in these sentences with the superlative form of an adjective from the box.

beautiful **cold** **difficult** **intelligent** **large**

a. Helen was the ____________ woman in ancient Greece.
b. Tokyo is ____________ city in the world.
c. Chinese is the ____________ language in the world.
d. Winter is ____________ season of the year.
e. What is the ____________ animal in the world?

9. Compare the festivals of the text using the superlative form of the adjectives in the box. Write full sentences in your notebook.

La Tomatina
Cooper's Hill Cheese Rolling
The Battle of Oranges
The Battle of Oranges

strange funny famous

10. 58 Listen and repeat the words. Pay attention to the different vowel sounds.

cheek cheese sheet teeth tee sheep peel
chip chin pick pig tick tip ship

11. 59 WB 27 Kelly and Ann are talking about the festivals. Put their dialog in order and then listen to the recording and check.

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___ **Kelly:** I'm not sure. All of them are very attractive.

___ **Ann:** I think La Tomatina is the dirtiest festival in the world.

___ **Kelly:** For me, the funniest event is the cheese rolling race.

___ **Ann:** Which do you think is the most interesting festival?

___ **Kelly:** What is the funniest thing of these four festivals?

___ **Ann:** I think it is the competition for the best pig outfit. And you?

12. 59 First listen to the dialog again and repeat each line to practice correct pronunciation. Then practice it with your partner and role-play it in front of your classmates.

Useful expressions

- Which do you think,...
- I think...
- All of them...
- I'm not sure,...
- For me,...

13. Which festival from the article do you like the most? Complete this paragraph with information that is true for you.

The most interesting festival is... because...

14. FL Use the information in Exercise **13** to create two questions. Read the questions to your partner and make him/ her guess the name of the festival.

15. RB 8 Read the play *Terri and the Turkey* on Page **8** of the Reading Booklet. Find information about the traditional festivity and share it within your group.

Target strategy: Predicting

Before listening, think what you already know about the topic of the lesson and predict what the speaker(s) might say.

BEFORE LISTENING

1. What's your favorite kind of music? Why?

2. Think about all the familiar words related to music that you know and write them under these headings. Copy and complete the table in your notebook.

Instruments	People	Types	Other
Guitar	Singer	Rock	Band

3. Match these words (**a – d**) with the definitions (**i – iv**). Then complete the sentences below.

a. career	**i.** to make a record available for people to buy.
b. release	**ii.** to give an incentive to do something.
c. impress	**iii.** job or profession.
d. encourage	**iv.** to be noticed and admired.

The technicians are planning to ______________________ the new software next month.

My parents have always ______________________ me in my choice of ______________________.

They interviewed a lot of candidates but none of them ______________________ the committee.

A new star is visiting our country for the first time and I'm going to interview him. Tick the questions that you think I'm going to ask him.

4. Read what Kelly says and follow her instruction.

a. _____ What's your name?
b. _____ How old are you?
c. _____ Where did you study?
d. _____ Have you got a girl/boyfriend?
e. _____ Where do you live?
f. _____ Have you got any brothers or sisters?
g. _____ What are your favorite activities?

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LISTENING

Target strategy: Taking notes

Listen carefully to the speaker(s). Try to identify more information that the speaker(s) tells about an idea and take some notes.

5. 60 Listen and check the questions Kelly asked.

6. 60 Listen to the interview and choose the correct alternative to complete the sentence.

The reporter is interviewing ______________________

a. A movie star.
b. A sports star.
c. A music star.

7. 60 Listen to the interview again and complete the fact file.

Name: Lil'Chris
Age:
Type of music:
Musical instrument:
Nº of pets:
Nº of brothers/sisters
Favorite sport:

8. 60 Yes or No?

a. He plays hard rock. ____________

b. He has got a girlfriend. ____________

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9. 60 Complete the following sentence with Lil'Chris's plans for the future.

He wants to be ______________________________________.

LANGUAGE FOCUS WB 28

THE PAST CONTINUOUS

1. Read these sentences. Pay special attention to the words in **bold**.

a. When Lil' Chris **was** younger, everyone **was going** to Rock School.

b. He **had** singing lessons while he **was taking part** in the program.

2. Answer these questions.

a. Which two events can you identify in the sentences?

b. Did they happen at the same time?

3. Choose the correct alternative and complete this general rule:

To express ***two*** / ***three*** different actions that happened at the ***same*** / ***different*** time in the ***present*** / ***past***, we use the ____________ tense and the ______________________ tense.

We form the Past Continuous tense with the ***Present*** / ***Past*** tense of the verb ***have*** / ***be*** + verb + -***ing*** / -***ed***.

10. WB 28 Fill in the blanks in this paragraph with the Past Continuous of the verbs in brackets. What was happening in your classroom when your teacher arrived? Write a paragraph answering this question in your notebook.

When the teacher arrived, ...

11. 61 Listen and practice. Pay special attention to the pronunciation of the letter b.

Bill wants a gerbil.
Bill wants to be big.
Bill wants to play in a band and record many albums.

12. 62 Listen to the recording. Then ask your partner the questions and talk about your favorite music stars. Compare your opinions and find out if you have the same tastes.

a. Who is your favorite singer?
b. How old is he / she?
c. What kind of music does he / she play?
d. Does he / she play a musical instrument? Which one?

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13. In your notebook, write three questions you would like to ask to your favorite music star.

14. FL Complete the dialog with the words from the box and role-play it with your partner.

Great **Really** **Guess** **Let's**

Useful expressions
- Guess what!
- Really?
- Let's ...!
- Great!
- I think.

A: ____________ what! Lil'Chris is giving a show on Tuesday!
B: I know. He's my favourite singer.
A: ____________ go together!
B: ____________? ____________!

A: Where is the show?

B: ____________________________, I think.

http://news.bbc.co.uk/cbbcnews/default.stm

TRAVEL BACK

READING

1 Read the text in Lesson **3** (Pg. **109**) again and answer the following questions. **4 pts**

a. Where do people celebrate throwing tomatoes?
b. What does the winner get at Cooper's Hill festival?
c. What do people do during the Carnival of Ivrea?
d. What is the most important event at the Pig Festival?

2 Read the text once more and find the following information. **2 pts**

a. Two fruits
b. An animal

LISTENING

3 60 Listen to the text in Lesson **4** (Pg. **112**) again and number these sentences in the order you hear them. **3 pts**

a. _____ I want to be as big as possible.
b. _____ A new star of pop music is visiting our country.
c. _____ I didn't sing before I went to Rock School.

4 60 Listen again. Are these statements true (**T**) or false (**F**)? Justify the false answers. **4 pts**

a. _____ He didn't have singing lessons when he was a boy.
b. _____ His parents encouraged him to sing.
c. _____ He doesn't like animals.
d. _____ He doesn't like sports.

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LANGUAGE

5 Complete these sentences with your own ideas. Use the Past Continuous tense. **4 pts**

a. When the telephone rang, I...
b. When my mother called, my father...
c. We... when we met Aunt Shane.
d. The students... when the teacher arrived.

6 Make comparative and superlative sentences with the adjectives in the boxes. **3 pts**

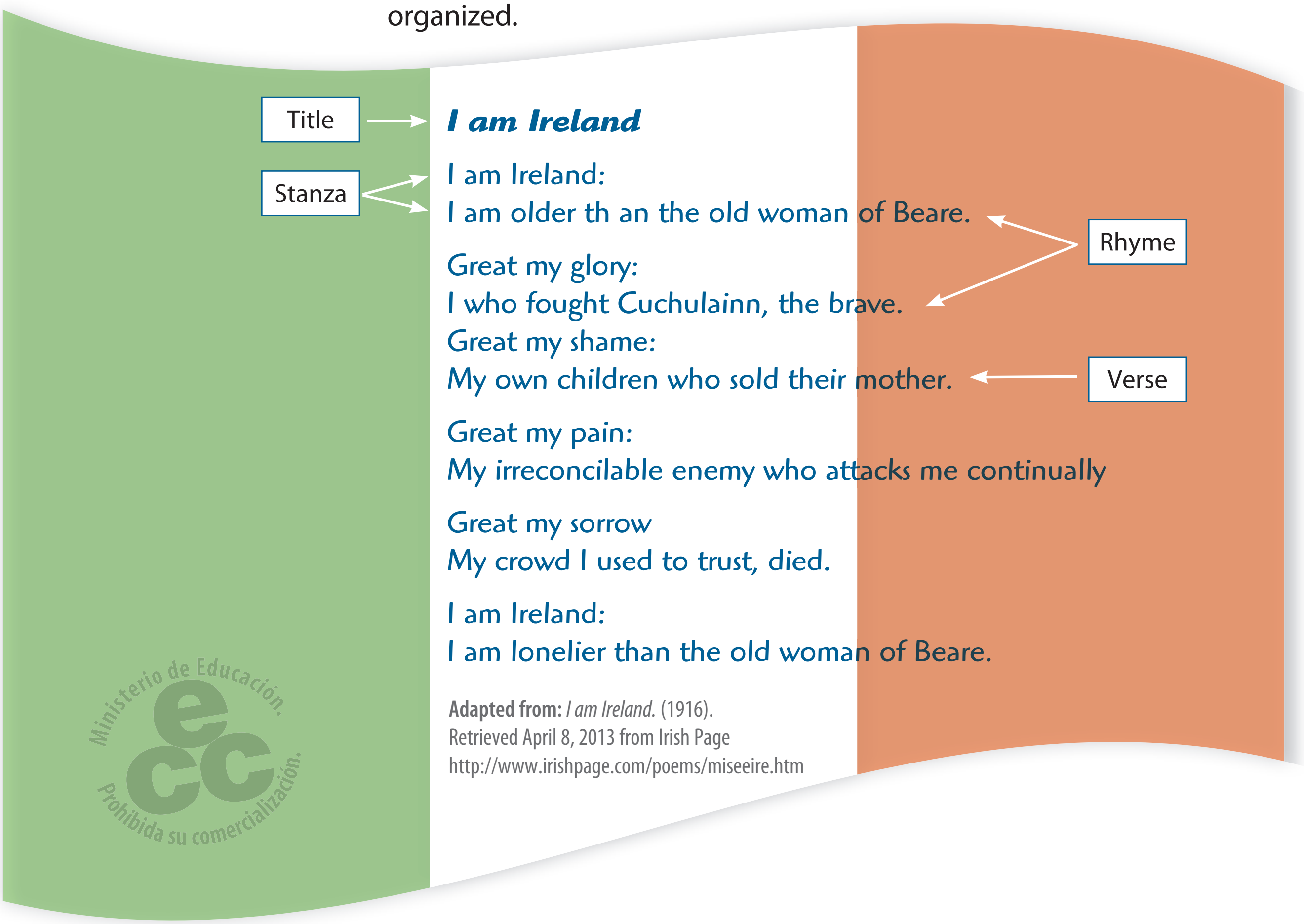
strange funny good

0 - 5	6 - 10	11 - 15	16 - 20	TOTAL SCORE
Keep trying	Review!	Well done!	Excellent!	20 pts

HAVE A LOOK AT... a poem

Writing a poem is all about observing the world within or around you. A poem can be about anything, from love to the rusty gate at the old farm. Emotions are what make poems. It may sound difficult, but do not be afraid to voice your exact feelings.

1. Take a closer look at the poem you read in Page **101** and see how it is organized.



I am Ireland

I am Ireland:
I am older than the old woman of Beare.

Great my glory:
I who fought Cuchulainn, the brave.
Great my shame:
My own children who sold their mother.

Great my pain:
My irreconcilable enemy who attacks me continually

Great my sorrow
My crowd I used to trust, died.

I am Ireland:
I am lonelier than the old woman of Beare.

Adapted from: *I am Ireland.* (1916).
Retrieved April 8, 2013 from Irish Page
http://www.irishpage.com/poems/miseeire.htm

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Did you know that ...
A poem is a composition designed to convey experiences, ideas, or emotions in a vivid and imaginative way. The use of language always emphasizes the sound and suggestive power of words.

2. Now that you are familiar with the parts of a poem, answer the following questions?

a. How many stanzas does the poem have?
b. How many verses can you count?
c. How many rhymes can you identify? List the words that rhyme in your notebook.

3. In this poem, the author repeats some words as a literary technique. Circle with a different color the repetition patterns that you identify along the poem.

4. Write the repetition patterns that you identified in your notebook.

ORGANIZING

5. You are going to write your own version of the poem *I am Ireland*. Before you write, think about your opinion about Chile and express it in a sentence.

____

6. This chart contains some ideas of words you can include in your poem. Circle your preferred options.

small big new long clean lovely rainy
cool pretty nice sunny cold hot rainy strange
food football sky dance tradition
people flag mountains ocean flowers

7. Use your dictionary to find more words for your poem. You can intentionally look up for words that rhyme with your choices in Exercise **6**. Write the words in your notebook.

DRAFTING

8. Use the same repetition patterns of *I am Ireland* to express your own feelings about your country. Don't forget to include the words you selected in Exercises **5** and **6**.

I am	**Chile**
	________ **er / more** ________ **than** ________
	________ **er / more** ________ **than** ________

Great my …	

I am	**Chile**
	________ **er / more** ________ **than** ________

WRITING

9. WB 29 Organize your choices in the Drafting section and write your own version of *I am Ireland* in your notebook.

EDITING

10. Use the Writing checklist to check your work and write a final version of the poem on a drawing block sheet. Make a drawing to decorate your poem.

PUBLISHING

11. Collect the poems in your class and make a class book of poems.

Writing checklist

A poem
- ✔ Read your poem and check if it truly expresses your feelings / impressions.
- ✔ Read what you wrote out loud and reflect: How does it sound? What kind of music does it have? How could it sound better?
- ✔ Check that you use correct spelling and punctuation (full stops, commas, capital letters).

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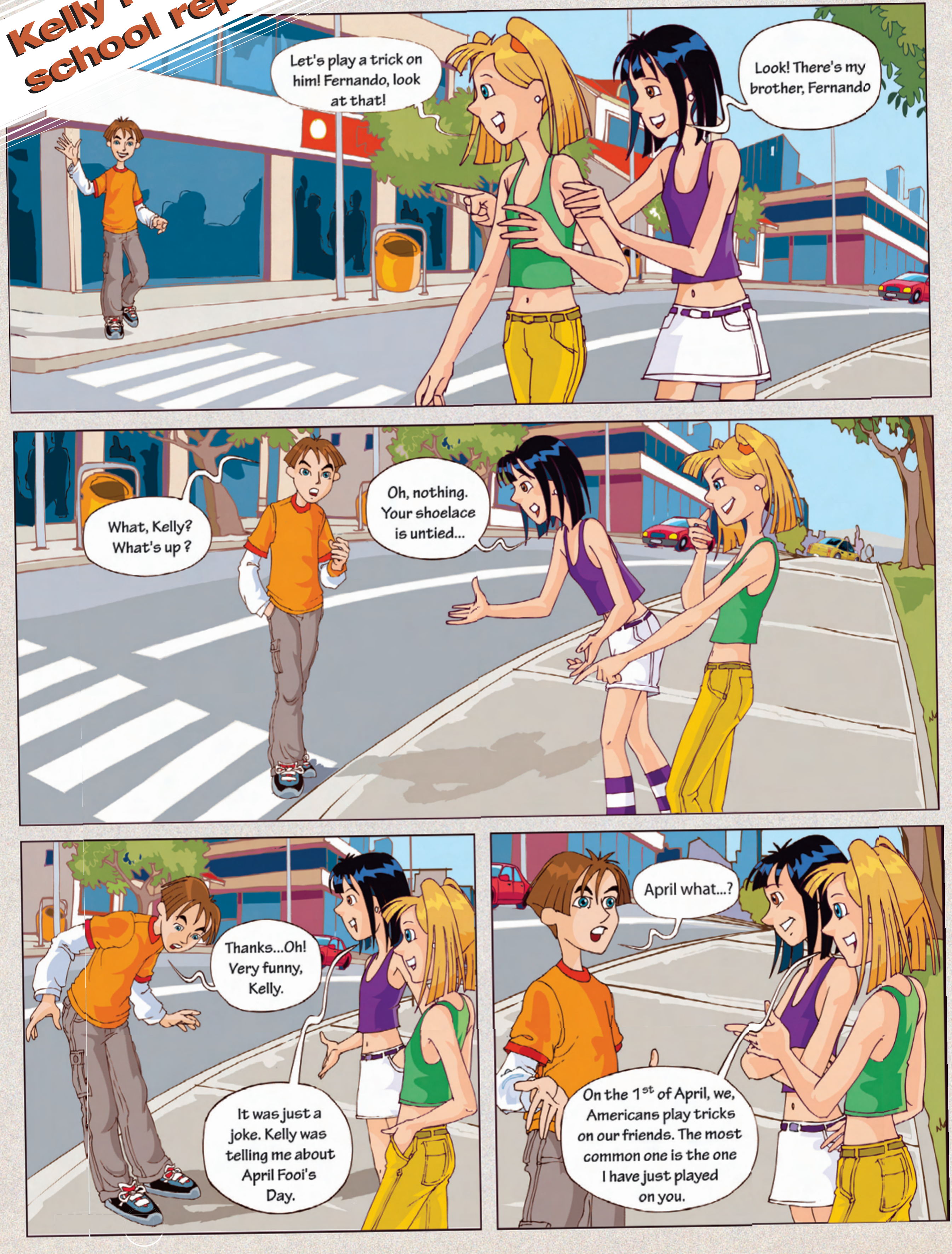
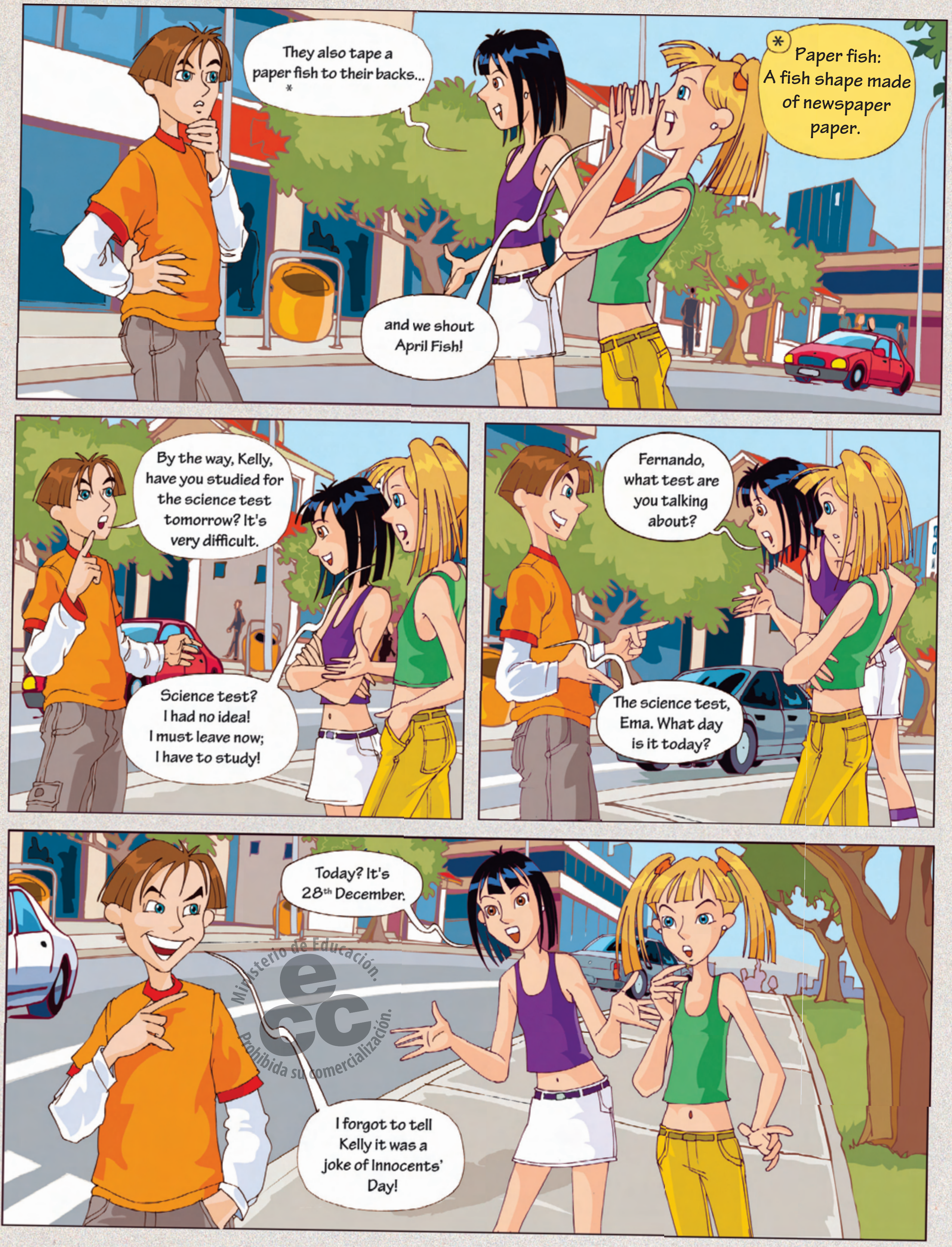
Kelly Hardrock, school reporter

EPISODE 4: INNOCENTS' DAY


Look! There's my brother, Fernando
Let's play a trick on him! Fernando, look at that!
What, Kelly? What's up ?
Oh, nothing. Your shoelace is untied...
Thanks...Oh! Very funny, Kelly.
It was just a joke. Kelly was telling me about April Fooi's Day.
April what...?
On the 1st of April, we, Americans play tricks on our friends. The most common one is the one I have just played on you.


They also tape a paper fish to their backs... *
* Paper fish: A fish shape made of newspaper paper.
and we shout April Fish!
By the way, Kelly, have you studied for the science test tomorrow? It's very difficult.
Science test? I had no idea! I must leave now; I have to study!
Fernando, what test are you talking about?
The science test, Ema. What day is it today?
Today? It's 28th December.
I forgot to tell Kelly it was a joke of Innocents' Day!

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CREATIVE SKILLS

1. In groups, decide how to continue the story and write your ideas.

2. Memorize the dialogs, including your ideas, and present it to your class.

COMPLEMENTARY ACTIVITIES

1 Complete the following paragraph about your city with superlative adjectives.

I'm from __________. It's a very beautiful city full of interesting places. The
__________ place to visit is __________, but if you want to go shopping, the
__________ prices are at __________. There are also a lot of places to eat and drink.
The __________ restaurant in town is __________ and if you want to have a coffee
the __________ cafe is __________. The __________ building in my city is
__________ and the __________ building is on __________ Street.
The __________ thing about my town is __________ I definitely don't like it!

2 Compare your town with the Aran Islands and complete the fact file:

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Aran Islands

Language:

Clothes:

Means of transport:

Geographical features:

My town

Language:

Clothes:

Means of transport:

Geographical features:

3 With your partner, make a list of jokes to celebrate April Fool's Day with your classmates. Explain the jokes and make drawings to illustrate them. Remember that you mustn't harm anybody.

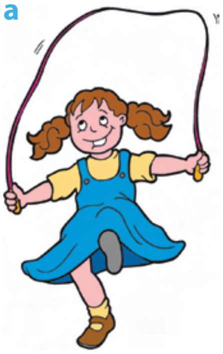
Example: *Tell your teacher you did your homework, but the dog ate it! Ha ha ha!*

4 In Australia, Scotland, and Ireland there are differences in English vocabulary. Match the words (**i** – **v**) with the correct pictures (**a** – **e**).

a. Scottish English

- **i.** loch
- **ii.** lassie
- **iii.** lad
- **iv.** Kirk
- **v.** ben

a



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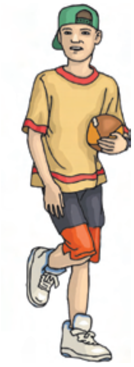

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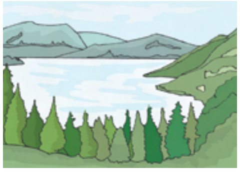

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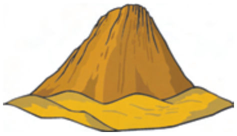

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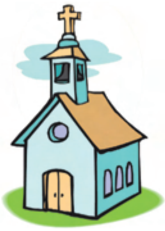

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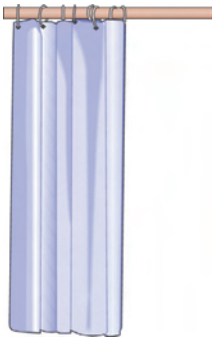
b. Australian English

- **i.** barbie
- **ii.** drapes
- **iii.** lollies
- **iv.** mozzie
- **v.** roo

a



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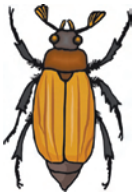

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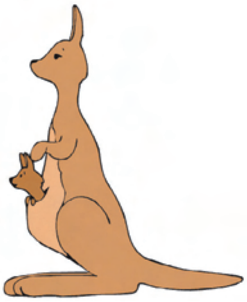

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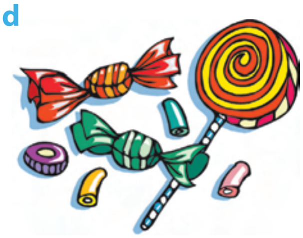

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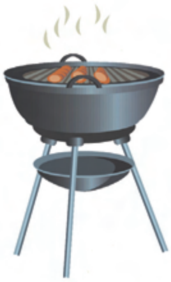
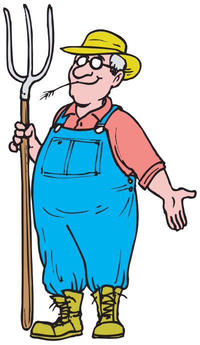


c. Irish English

- **i.** beaker
- **ii.** muck
- **iii.** wains
- **iv.** peeler

a



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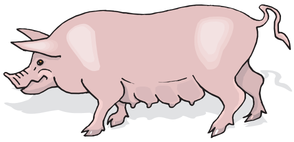

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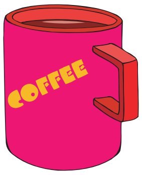

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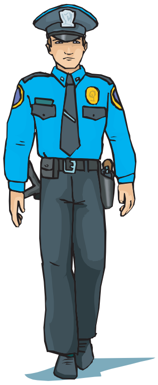

PROJECT

A Poster: A Chilean Festival

a. Work in pairs.
b. Invent or find information about a fun festival in Chile
c. Write the following fact file on a piece of cardboard:

NAME:
PLACE:
DATE:
PURPOSE:
MAIN EVENTS:

d. Complete the fact file with the information you created / collected.
e. Decorate your poster with drawings or pictures from magazines or from the Internet.
f. Describe your festival in front of your class. Explain what the pictures show and what the festival celebrates.

PROJECT EVALUATION

Reflect on these questions:

- Identify the contents of the unit that helped you create your poster.
- Are you satisfied with your work?
- What problems did you face and how did you solve them?
- How could you improve future projects?

TEST YOUR KNOWLEDGE

READING

THE AVOCADO FESTIVAL

WELCOME
TO THE
FALL BROOK
AVOCADO
FESTIVAL

The California Avocado Festival began in 1986. Did you know that when the Aztec ruler Moctezuma presented a gift to Spanish explorer Cortez in 1519, he included avocados along with gold, silver, and jewels? The inhabitants of Carpenteria, California, in the USA, commemorate this fact every year with an event completely centered on the avocado. In fact, if you mention any other fruit or vegetable at this annual October event, the people will throw you into the World's Largest Bowl of Guacamole. Why avocados? Well, Santa Barbara County is the third largest avocado producer in North America. Why in October? Because statistics show that October is one of the sunniest months of the year, with the least amount of rainfall.

The Avocado Festival has become one of the largest festivals in California with three days of fabulous food, terrific music, and great safe family fun.

The Avocado Festival is free for all to enter. Besides lots of chips and dip, visitors can take part in some friendly `avo-tivities.´

Of course there's a competition for the best guacamole and various other recipes (ice cream and brownies), but the biggest event is the Best Dressed Avocado. There's also a photography contest and pop art show, where anything avocado goes.

Holy guacamole!

For more info call 805/684-0038 or visit "http://www.avofest.com" www.avofest.com

Adapted from: *California Avocado Festival History*. (n.d.). Retrieved June 3, 2012, from: http://avofest.com/history

1 Have a quick look at the text. What kind of text is it? **1 pt**

a. A piece of news.
b. A letter.
c. An advertisement.
d. An extract from a brochure.

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2 64 Read and listen to the text carefully. Find the following information. **5 pts**

Name of the festival: ______________________

Date and place of celebration: ______________

Year of origin: ___________________________

Activities and main events: ________________

Number where you can get information: ______

LISTENING - Living in Australia

3 65 Listen and check (✓) the correct option. **2 pts**

a. The recording is
- **i.** A dialog.
- **ii.** A personal report.
- **iii.** A piece of news.

b. John is
- **i.** Giving information.
- **ii.** Asking for a favor.
- **iii.** Telling a story.

4 65 Listen to the recording again and circle the correct word. **3 pts**

a. Australia is very similar to England / Ireland.
b. Australian / English people are very nice.
c. Sometimes the weather is too cold / hot.

LANGUAGE

5 Fill in the blanks in Richard's story with the superlative form of the adjectives in brackets. **5 pts**

Richard is ____________ (intelligent) boy in the world. He's also ____________ (generous) boy in town. His canary is ____________ (good) singing bird. One day, his mother took Richard to the shops and said to him "Choose the present you prefer. Even ____________ (expensive) one, if you want."

Richard chose ____________ (cheap) stereo in the store to listen to music when his canary is silent.

ORAL EXPRESSION

6 Say three positive things about living in another country. **6 pts**

Great! | Not too bad | Help!

0 - 5	7 - 12	13 - 18	19 - 22
Keep trying	Review!	Well done!	Excellent!

TOTAL SCORE
22 pts

SELF-EVALUATION

In this unit, which of these aspects were strengths / weaknesses for me? Why?

Reading
- comprehension of the general meaning of the text
- comprehension of specific information
- relating the text content to my previous knowledge

Listening
- discriminating between correct and incorrect information
- comprehension of specific information
- identification of speakers

Speaking
- participation in short dialogs
- talking about life in other countries
- expressing comparisons
- asking for help

Writing
- poem organization
- expression of feelings

Language
Which of these unit contents were easier for me to understand?

- Lesson **1**: comparatives
- Lesson **2**: asking for help
- Lesson **3**: superlatives
- Lesson **4**: the Past Continuous

What do you think about your learning in this Unit?

Comment your progress and reflections with your group and with your teacher.

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Possessive pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
they	their

Use personal pronouns instead of a noun.
Julie has a red sweater.
She *has a red sweater.*

Use possessive adjectives before a noun to show possession.
John has a new car.
His *car is new.*

Possessive –'s
Add possessive –'s to a noun to show possession.
My mother's shoes are brown.

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ARTICLES: A, AN

I'm a student.	He's an architect.
There's a hospital on that street.	She's wearing a blue skirt.

Use articles *a* and *an* with singular nouns.
Use *a* when the noun starts with a consonant sound. *My father is a farmer*.
Use *an* when the noun starts with a vowel sound. *She's an engineer*.

VERB *TO BE*

Present Simple form

Affirmative	Negative	Question form
I am tall.	I am not strong.	Am I strong?
You are nice.	You aren't tall and slim.	Are you tall and slim?
He's young.	He isn't old.	Is he old?
She is kind and generous.	She isn't tall.	Is she tall?
It is black.	It isn't big.	Is it a cat?
We are talented.	We aren't lazy.	Are we lazy?
They are beautiful.	They aren't fast.	Are they fast?

Use the verb *To be* to describe physical appearance and personality.
Is he old? Yes, he is. / No, he isn't. She is kind and generous. You are tall and thin.

OBJECT AND POSSESSIVE PRONOUNS

Personal Pronouns	Object Pronouns	Possessive Pronouns
I	me	mine
you	you	yours
he	him	his
she	her	hers
it	it	its
we	us	ours
they	them	theirs

An object pronoun acts as the object of a sentence (it receives the action of the verb).
Example: *Cousin Eldred gave* ***me*** *a guitar.*
Take a picture of ***him****, not* ***us****!*
A possessive pronoun tells you who owns something
Example: *The red basket is* ***mine****.*
My book's under the bed. ***Yours*** *is on the coffee table.*

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ADVERBS OF FREQUENCY

Use adverbs of frequency: *always*, *usually*, *often*, *sometimes* and *never* to say how often you do an activity.

0%	50%	75%	85%	100%
never	sometimes	often	usually	always

ADVERBS OF MANNER

Adverbs of manner are words that tell us more about how actions are made. They answer the question *How*?

Many adverbs of manner end in ***-ly***.

Example: *Susan writes quick**ly**.*
*Henry plays the violin beautiful**ly**.*
Some adverbs of manner like *well*, *fast* and *hard* do not end in *–ly*:
Example: *Pat dances very **well** and Martin runs very **fast**.*

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WHILE, THEN, WHERE

We use *where*, *while*, *and then* when we want to connect ideas of place and time.

while	then	where
ideas of time	ideas of time	ideas of place
*Florence saved many lives **while** she was in the hospital.*	*My parents got married in 1998. **Then**, they had their first child in 2000.*	*Mr. Johnson founded St. Patrick School, **where** many poor children were educated.*

HOWEVER, BECAUSE, AND

We use connectors when we need to link ideas in a sentence. We use ***however*** when we want to express a contrast and ***because*** to express a reason or cause. To express an additional idea, we use the word ***and***.

however	because	and
contrast	reason or cause	addition
*It's a difficult mission. **However**, our team is motivated.*	*I got a good grade **because** I studied very hard.*	*On my next vacations, my plan is visiting new places **and** relaxing at home.*

PRESENT CONTINUOUS

Affirmative	Negative	Question form
I'm watching TV.	I'm not watching TV.	Am I watching TV?
You're shopping.	You aren't shopping.	Are you shopping?
He's wearing shorts.	He isn't wearing shorts.	Is he wearing shorts?
She's sitting next to her mum.	She isn't sitting next to her mum.	Is she sitting next to her mum?
It's eating.	It isn't eating.	Is it eating?
We're making costumes.	We aren't making costumes.	Are we making costumes?
They're making hot dogs.	They aren't making hot dogs.	Are they making hot dogs?

Use the Present Progressive to talk about what is happening at the moment of speaking.
For example: *We are studying English*.
For verbs ending in consonant + vowel + consonant, double the last consonant.
For example: *sit-sitting; shop-shopping*.
For verbs ending in –*e*, take out the –*e* and add –*ing*.
For example: *write-writing; dance-dancing*.

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PAST CONTINUOUS

Affirmative	Negative	Question form
I was singing.	I was not singing.	Was I singing?
You were singing.	You were not singing.	Were you singing?
We were singing.	We were not singing.	Were we singing?
They were singing.	They were not singing.	Were they singing?
He was singing.	He was not singing.	Was he singing?
She was singing.	She was not singing.	Was she singing?
It was singing.	It was not singing.	Was it singing?

The Past Progressive tense (also called the Past Continuous tense) is commonly used in English for actions which were going on (had not finished) at a particular time in the past.
Use the Past Progressive to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time.

Examples:

- *I was watching TV when she called.*
- *While we were having the picnic, it started to rain.*
- *When the phone rang, she was writing a letter.*
- *What were you doing when the earthquake started?*

USED TO

We use ***used to*** for something that happened regularly in the past but no longer happens in the present.

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Example: *My uncle **used to** smoke a packet of cigarettes a day but he doesn't smoke now.*
*Ben **used to** travel a lot in his job but now he doesn't.*
*I **used to** drive to work but now I take the bus.*

THE PAST SIMPLE

Use the Past Simple to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.
Examples: I ***saw*** a movie yesterday.
Last ***year***, I traveled to Japan.

The Past Simple form of regular verbs is the ending *–ed*, for example: *walked, jumped, started while* irregular verbs take different forms in this tense. Example: saw, began, drove.
Use the auxiliary *did* to ask questions in the Past Simple.
Examples: *Did you see a movie yesterday?*
Did you travel to Japan last year?

*Notice that the word order of questions is different to that of affirmative sentences and that using *did* we do not need to use the verb in the past form.

HOW OFTEN

Use ***How often*** to ask about how frequently something happens.
Example: ***How often*** *do you eat fruit and vegetables?*
You can also use the expressions below at the end of the sentence to say how often you do something.
For example: *I brush my teeth three times a day.*

once
twice
three times
four times
five times

a day
a week
a month
a year

every

day
week
month
year

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ASKING FOR HELP

To ask for help in a polite way, we use questions with ***can***.

Example: A: *Can you help me open the door?*
B: *Of course! / Sorry, I can't.*
We use polite phrases like ***Of course*** when we agree to help and ***Sorry!*** when we can't help.

FUTURE CONSEQUENCES

When we want to express future consequences, we use the conjunction ***if***, the Present Simple, and the future with ***will*** in the same sentence. The verb in the *if* clause expresses the cause of the consequence while the consequence is expressed with the future.

Cause	Future consequence
if + Present Simple	will + infinitive
If *I* ***study***,	*I* ***will*** *pass the exams*
If *you* ***see*** *John tonight,*	*he* ***will*** *tell you the truth.*

The *if*-clause can be at the beginning or at the end of the sentence.
If I study, I will pass the exams.
I will pass the exams if I study.

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POSSIBILITY, OBLIGATION, PROHIBITION

To express possibility, we use the verb ***could***.
To express strong obligation, we use the verb ***must***.
To express prohibition, we use the negative form of the verb *can*, ***can't.***

prohibition	obligation	possibility
can't	*must*	ideas of place
Benjamin ***can't*** *go to the park this afternoon because he has homework.*	*You* ***must*** *respect all people, we are all human beings.*	*The next Olympic Games* ***could*** *be in Chile*

COMPARATIVES (short adjectives and long adjectives)

You can use comparatives to talk about the differences between two things or places or people. They are made from adjectives in two ways:

Short Adjectives	Long Adjectives
• With short adjectives, we make comparatives by adding -*er* to the end of the adjective. **Example:** - Your CD player is cheaper than mine. • With some adjectives, we double the last letter: **Example:** *London is big, but Moscow is bigg**er***.	• With long adjectives (usually two syllables or more), we add *more* before the adjective. **Example:** *The French restaurant is **more** expensive than the Italian restaurant.*
Two syllable adjectives that end in -*y*. With two syllable adjectives that end in -*y*, we make the comparative by changing the *y* to *i*, and adding -*er*: **Example:** *I was angry when I heard the news, but Nick was angri**er***.	
Irregular comparatives The three main irregular comparatives are: *good - better* *bad - worse* *far - further / farther*	

SUPERLATIVES

Short Adjectives	Long Adjectives
• With short adjectives, we make superlatives by adding -est to the end of the adjective. **Example:** - Your CD player is ***the cheapest*** you can find in the market. • With some adjectives, we double the last letter: **Example:** *London is big, but Moscow is **the biggest***.	• With long adjectives (usually 2 syllables or more), we add most before the adjective. **Example:** *The French restaurant is **the most** expensive restaurant in the neighborhood.*
Two Syllable adjectives that end in -*ly*. With two syllable adjectives that end in -*ly*, we make the comparative by changing the *y* to *i*, and adding -*er*: **Example:** *I was angry when I heard the news, but Nick was **the angriest***.	
Irregular superlatives The three main irregular superlatives are: good – best bad – worst far - furthest / farthest	

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VOCABULARY SUMMARY

UNIT 1

aborigine: an indigenous person
apron: a piece of clothing you wear when cooking to keep your clothes clean
Christmas tree: a real or artificial tree that people decorate inside their home for Christmas
circle: a round, flat shape like the letter O
farm (v.): to grow crops or keep animals as a business
festivity: a period when people are happy and celebrating
fire: heat, light, and flames that are produced when something burns
flowered dress: a piece of flowered clothing for women or girls that covers the top of the body and hangs down over the legs
folk music: music written and played in a traditional style
forest: a large area of trees growing closely together
hunter: a person who hunts wild animals
mass: a religious ceremony in some Christian churches in which people eat bread and drink wine
missionary: someone who travels to another country to teach people about the Christian religion
party: an event where people enjoy themselves by talking, eating, drinking, and dancing
rescue: to save someone from a dangerous or unpleasant situation
riding boots: boots worn when riding a horse
riding trousers: trousers worn when riding a horse
Samba: an energetic dance originally from Brazil, or music for dancing this dance
spur: a sharp, pointed piece of metal fixed to the boot of someone riding a horse
tribe: a group of people who live together, usually in areas far away from cities, and who share the same culture and language and still have a traditional way of life
water balloon: a small colored rubber bag filled with water
wear: to have a piece of clothing, jewellery, etc. on your body

UNIT 2

cake: (n.) a sweet food made from flour, butter, sugar, and eggs mixed together and baked
candies: (n) small pieces of sweet food made from sugar, chocolate
cyberspace: (n.) the Internet, considered as an imaginary area where you can communicate with people and find information
drug: (n.) an illegal substance that people take to make them feel happy
fit: (adj.) healthy, especially because you exercise regularly
French fries: (n.) to move forward by putting one foot in front of the other and then repeating the action
get rid of: (v.) to throw something away or give something to someone because you do not want it now
hills: (n.) raised areas of land, smaller than mountains
horseback: (n.) riding a horse
journal: (n.) a book in which you regularly write about what has happened to you
nervous: (adj.) worried and anxious
offer: (v.) to ask someone if they would like something
spend : (v.) to use time doing something or being somewhere
turn around: (v.) to change an unsuccessful business, plan, or system so that it becomes successful
valley: (n.) an area of low land between hills or mountains, often with a river running through it
walk: (v.) to move forward by putting one foot in front of the other and then repeating the action
worried: (adj.) anxious because you are thinking about problems or unpleasant things that might happen

UNIT 3

arrow: (n.) a long, thin stick with a sharp point at one end which is fired from a bow
award: (n.) a prize given to someone for something they have achieved
band: (n.) a group of people who do something together
bow: (n.) a piece of curved wood with string fixed to both ends, used for shooting arrows
cabin: (n.) a small, simple house made of wood
lady: (n.) a polite way of saying ‘woman
light bulb: (n.) a glass object containing a wire which produces light from electricity
mass communication: (n.) the act of communicating with a large amount of people
motion picture camera: (n.) a piece of equipment used to make films
nurse: (n.) someone whose job is to care for sick and injured people
pastime: (n.) an activity that you enjoy doing when you are not working
phonograph: (n.) old word for record player
sergeant: (n.) a soldier of middle rank
starsign: (n.) in astrology, any of the twelve symbols that represent parts of the zodiac
telecommunications: (n.) the process or business of sending information or messages by telephone, radio, etc.
tombstone: (n.) a stone that shows the name of a dead person who is buried under it
trail: (n.) a path through the countryside, often where people walk
vaccine: (n.) a substance that is given to people to stop them from getting a particular disease

UNIT 4

career: (n.) job or profession
cliff: (n.) an area of high, steep rocks beside the sea
crash: (v.) a sudden, loud noise made when something falls or breaks
encourage: (v.) to give an incentive to do something
fireworks: (n) small objects that explode to produce a loud noise and bright colors and are often used to celebrate special events
impress: (v.) to be noticed and admired
landscape: (n.) the appearance of an area of land
laugh: (v.) to smile while making sounds with your voice that show you are happy or think something is funny
left-handed: (adj.) someone who uses their left hand to do most things
midday: (n:) 12 o’clock in the middle of the day
release: (v.) to make a record available for people to buy
sausage: (n.) a mixture of meat and spices pressed into a long tube
shoelace: (n.) a long, thin piece of material used to fasten shoes
squishy: (adj.) soft and wet
sticky: (adj.) made of or covered in a substance that sticks to things
wool: (n.) thick thread or material that is made from the hair of a sheep

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GLOSSARY

Adjective: (n.) a word that describes a noun or pronoun.

Adverb: (n.) a word that describes or gives more information about a verb, adjective, adverb, or phrase.

Adverbs of degree: they tell us about the intensity of an action, an adjective, or another adverb.

Adverbs of manner: they tell us how something happens.

Chart / table: (n.) an arrangement of facts or numbers in rows or columns.

Clue: (n.) a sign or a piece of information that helps you to solve a problem or answer a question.

Cognate: (n.) languages and words that have the same origin, or that are related and in some way similar.

Collocation: (n.) a sequence of words or terms that co-occur more often than would be expected by chance.

Conditional sentences: (also known as Conditional Clauses or If Clauses). They are used to express that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled.

Discuss: (v.) to talk about a subject with someone and tell each other your ideas or opinions.

Draft: (n.) a piece of text, a formal suggestion, or a drawing in its original state, often containing the main ideas and intentions but not the developed form.

Edit: (v.) to make changes to a text, deciding what will be removed and what will be kept in, in order to prepare it for being printed.

Extract: (n.) a particular part of a book, poem, etc.

First person: referring to personal pronouns I (singular, referring to yourself)) or *we* (plural, referring to yourself with others). I and *we* are said to be in the subjective case because they can be used as the subject of a sentence.

Graphic organizer (also known as knowledge map, concept map, story map, cognitive organizer, or concept diagram): Communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. Its main purpose is to provide a visual aid to facilitate learning.

Guess: (v.) to give an answer to a particular question without all the facts and so cannot be certain if it is correct.

Infinitive: (n.) the basic form of a verb, without an inflection binding it to a particular subject or tense. It usually follows to.

Label: (v.) to describe someone or something using a particular word or phrase.

Match: (v.) to choose someone or something that is suitable for a particular person, activity, or purpose.

Modal verbs: they are used to express ideas such as possibility, intention, obligation, and necessity.

Noun: (n.) a word that refers to a person, place, object, event, substance, idea, feeling, or quality.

Pattern: (n.) a particular way in which something is done, is organized, or happens.

Phrase: (n.) a group of words which are often used together and have a particular meaning; a phrase functions as a part of speech and includes a head (or headword), which determines the nature of the unit.

Preposition: a word (one of the parts of speech) that shows the relationship between a noun or pronoun and other words in a sentence.

Prediction: (n.) a statement about what somebody thinks will happen in the future.

Pronoun: a word that can replace a noun or another pronoun; they are used to make sentences less repetitive. Grammarians classify pronouns into several types: personal, demonstrative, interrogative, indefinite, relative, reflexive, and intensive.

Proofread: (v.) to find and correct mistakes in text before it is handed in, printed, or put online.

Provided: (adj., v.) given, offered, presented.

Punctuation: (n.) special symbols that are added to writing to separate phrases and sentences, to show that something is a question, etc.

Question: (n.) a sentence or phrase used to find out information; in an exam, a problem that tests a person's knowledge or ability.

Role play: (v.) to pretend to be someone else, especially as part of learning a new skill.

Rule: (n.) a principle of a system, such as a language or science.

Sentence: a group of words that are put together to mean something. It is the basic unit of language which expresses a complete thought.

Spelling: (n.) the way in which words are formed with the correct letters in the correct order.

Statement: an affirmative or negative sentence that is not a question or command.

Structure: the way that words or parts of speech are arranged or put together.

Subject: the person or thing which performs the action described by the verb.

Support: (v.) to help to show something to be true.

Synonym: a word or phrase that means the same as another word or phrase.

Tense: form of a verb that shows us when the action or state happens, past, present or future.

Tone: a writer's attitude toward subject, audience, and self. It is primarily conveyed through diction, point of view, syntax, and level of formality.

Tongue twister: (n.) a sentence or phrase that is intended to be difficult to say, especially when repeated quickly and often.

Verb form: English verbs have five basic forms: the base form, the – s form, the -ing form, the past form, and the past participle form. There are two types of past forms, for regular and irregular verbs.

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